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ABSTRACT

This curriculum guide, one of the "Nutrition Education-Choose Well, Be Well" curriculum series, is designed to help preschool and kindergarten teachers acquire the skills necessary for providing and implementing effective nutrition education. Chapter 1 of the document presents an introductory overview of the manual's objectives and organization. Chapter 2 covers the five topics identified in the Minimum Proficiency Levels for Nutrition Education in California Schools guidelines: food choices, factors influencing food choices, food-related careers, consumer competencies, and food handling. A complete and detailed description of procedures, activities, teaching strategies, and instructional materials accompanies each of these topics. Illustrations, handouts, work sheets, games, and other related materials are included in appendices A-F. (MP)

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Nutrition Education
Choose Well Be Well

A Curriculum Guide for Preschool and Kindergarten

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Wilson Riles, Superintendent of Public Instruction
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Foreword

National attention is being focused more and more on the importance of nutrition for good health. Studies have shown that nutrition plays a direct role in the overall development of children's mental and physical abilities. Therefore, it is critical that we focus on the important task of improving nutrition and the quality of our children's lives through an ongoing, effective nutrition education program. To accomplish this task, we must help change children's attitudes toward food, modify their eating habits, and improve their ability to use nutrition information.

Through the enactment of state legislation and participation in federal child nutrition programs, California has made a major commitment to nutrition education. With the financial support provided by the Child Nutrition Facilities Act (Senate Bill 120) and the National School Lunch Act and Child Nutrition Amendment (Public Law 95-166), the state has established a comprehensive nutrition education and training program.

One of the objectives of the Nutrition Education and Training Program is to teach children, through a positive daily lunchroom experience and appropriate classroom reinforcement, the value of a nutritionally adequate diet. To be effective, nutrition education efforts must combine the expertise and efforts of teachers, food service professionals, and parents. To build bridges between food service and instructional programs and between home and school is a challenge to those persons who accept the responsibility for nutrition education. I hope that this publication and others in the *Choose Well, Be Well* curriculum series will be helpful to those who accept the challenge to build these most important bridges to good health for our children.

Wilson Riles

Superintendent of Public Instruction

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Preface

National attention increasingly is being focused on the importance of nutrition for good health. Studies have shown that nutrition plays a direct role in children's overall mental and physical development. We, therefore, must focus on the important task of improving the nutrition and the quality of life of children through an ongoing, effective nutrition education program. To accomplish this task, we must change children's attitudes toward food, modify their eating habits, and improve their ability to use nutrition information.

Nutrition Education—Choose Well Be Well, a series of nutrition education curriculum guides, was designed to assist educational agency personnel in the initiation, expansion, and improvement of nutrition education programs. The *Nutrition Education—Choose Well, Be Well* series is not a prescription for learning, but rather a resource from which teachers and food service personnel can acquire ideas to develop relevant curricula for specific learning groups.

Nutrition Education—Choose Well, Be Well is divided by age spans: preschool age and kindergarten, primary grades, upper elementary grades, junior high, and senior high school. Within each age span, lessons are organized by grade level and contain activities that may extend over several days. All activities contribute to students' abilities to reach the expected performance levels identified in the *Minimum Proficiency Levels for Nutrition Education in California Schools.*

The goal of nutrition education and the *Nutrition Education—Choose Well, Be Well* series is to provide opportunities through which individuals develop the knowledge and skills necessary to make wise food choices that will contribute to their overall health and well-being.

WILLIAM D. WHITENECK
Deputy Superintendent for
Administration

BARRY L. GRIFFING
Associate Superintendent
Division of Child Development
and Nutrition Services

L. GENE WHITE
Director, Office of
Child Nutrition Services

AMANDA DEW MELLINGER
Coordinator, Nutrition Education
and Training Program

Chapter One

Introduction to the Curriculum

New directions in life-styles over recent years have led to altered eating patterns and nutritional practices. Studies have shown that not all individuals enjoy good health. As a result attention has focused on the relationships between nutrition and health. The critical task for nutrition educators, therefore, is to improve the nutrition of individuals through the development of knowledge and skills necessary for individuals to make wise food choices that will contribute to their overall health and well-being.

Role of Nutrition Education in the Curriculum

Many goals have been stated for education. Foremost, educational agencies have the demanding responsibility for educating the total individual. Nutritional status affects mental and physical alertness. Therefore, nutrition education is a positive effort to maximize the learning potential of students.

Within the school curriculum, students can learn the importance of a nutritionally adequate diet through a positive daily lunchroom experience as well as through appropriate classroom reinforcement. Through a continuing and sequential educational process, students are able to transform knowledge about their nutritional needs and the nutritive value of foods into decisions affecting their eating behavior and promoting their health and well-being. Students can gain sufficient background for their nutrition decisions from educational experiences related to food choices, factors that influence food choices, appropriate methods of food handling, effective consumer practices, and food-related careers.

A nutrition education curriculum need not compete for teaching time with other curricula deemed important by the school. Nutrition activities may be integrated into subject matter areas, such as science, art, mathematics, social studies, language arts, and physical education.

Relationship of Nutrition Education to Health

A curriculum designed to meet the goals of nutrition education emphasizes health as a significant value in one's personal life. An important value, such as health, does not develop as the result of student exposure to a few "lessons." Rather, the value emerges and changes as students acquire, experience, and evaluate new information. A curriculum that attempts to foster health as a value allows students, throughout their school experience, to build their knowledge, to question, and to make decisions about personal health that will contribute continually to their overall well-being.

Decision Making in Nutrition Education

The decision-making process is inherent in food selection. Decisions about food that are made daily do have a cumulative effect on an individual's health and well-being. Because the range of decisions individuals make affects their lives, one unique feature of the *Choose Well, Be Well* curriculum series is that lessons have been designed to enable students to make wise nutrition-related decisions. Lessons in the curriculum series provide accurate and current information, facilitate an awareness of students' own nutrition-related values, and provide opportunities for them to share their nutrition-related opinions and attitudes with others as part of the decision-making process.

Goals for Nutrition Education

The goals for nutrition education are developed from the *Health Instruction Framework for California Public Schools.* The nutrition instructional program is planned to enable students:

- To develop an understanding that eating patterns are dependent on interrelationships among physical, social, psychological, economic, and cultural factors
- To consider alternatives in meeting nutritional needs and to decide various ways to achieve good nutrition within these eating patterns
- To develop eating patterns which contribute to wellness

The nutrition education goals are directed toward the attainment of nutrition subject matter, organized into five topics (referred to as concepts in the *Health Instruction Framework*). The identified topics serve as a foundation for nutrition instruction, curriculum development, and evaluation. The topics cover the following categories:

- *Food Choices*—Daily food intake is related to the attainment of optimal health.
- *Factors Influencing Food Choices*—Life-styles, peers, and individual family resources reflect similarities and differences in food choices.
- *Food-Related Careers*—Needs, roles, responsibilities, and educational requirements affect a person's choices in food and health nutrition-related careers.
- *Consumer Competencies*—Effective utilization of existing resources may enhance the potential for satisfying individual and family nutritional needs and wants.
- *Food Handling*—The quality and safety of foods are influenced by the handling, processing, and preparing of foods.

Minimum proficiency levels for students were developed in each of these topic areas to ensure the systematic achievement of the three goals from the *Health Instruction Framework*. The proficiencies providing the basis for the objectives and lessons in this curriculum are found in the publication *Minimum Proficiency Levels for Nutrition Education in California Schools*. (See Appendix A in this guide.)

Organization of the Curriculum

This curriculum guide contains lessons for preschool age and kindergarten children. The guide contains twelve information acquisition lessons, four open-ended discussion lessons, and one values awareness lesson.

Some lessons contain activities that extend over several days; other lessons contain one specific activity that requires a short time to complete. All activities contribute to students' abilities to reach the expected performance levels identified in the *Minimum Proficiency Levels for Nutrition Education in California Schools.*

How to Use the Curriculum

The recommended grade level for curriculum lessons given in Chart 1 suggests a method for satisfying the minimum proficiencies across all grade levels.

Chart 1

Recommended Grade Levels for Curriculum Lessons

Curriculum lessons	Recommended grade level* Preschool/ kindergarten	1	2	3	4	5	6
Food Choices Lessons							
Classifying foods	●	●		●			
Need for food	●						
Diet-related health problems		●	●				
Digestion			●		●		
Basic food groupings			●			●	
Personal energy needs				●			
School lunch pattern				●		●	
Six nutrient groups					●	●	
Planning nutritionally adequate meals							●

Chart 1

Recommended Grade Levels for Curriculum Lessons (Continued)

Curriculum lessons	Recommended grade level* Preschool/ kindergarten	1	2	3	4	5	6
Factors Influencing Food Choices Lessons							
General environmental influences	●		●				
Aesthetic and sensory influences	●					●	
Cultural influences	●						●
Between-meal snacks		●					
Home and social influences				●	●		
Food-Related Careers Lessons							
Role of workers in food and health-related careers	●	●	●	●	●	●	●
Consumer Competencies Lessons							
Advertising	●	●					
Food waste	●		●				
Food labels				●			
Influencing the school lunchroom environment					●		
Influencing the school lunch menu						●	
Unit pricing							●
Food Handling Lessons							
Plant growth and production	●						●
Sanitation	●	●					
Food storage	●		●				
Food preparation	●			●		●	
Food-borne illness					●		

*Note: A solid bullet (●) indicates that a lesson addressing a specific proficiency is included in the identified grade level. These recommendations are not intended to be followed rigorously; rather, they are an outline of how a nutrition program might progress from one grade level to another grade level.

Although a sequence for teaching the lessons is suggested, lessons are not restricted to the recommended grade level. It is more important that teachers be able to select lessons which fit in with their own sense of curricular sequencing. Teachers should feel free to pick and choose among lessons as well as among activities within lessons. Teachers are encouraged to adopt or adapt lessons which blend with the ongoing curriculum and that meet the specific needs of their own students.

Teaching Strategies

Many aspects of nutrition education—for example, selecting foods—require emphasis on knowledge and attitudes. Cognitive learning about nutrition and food choices is, in itself, insufficient for achieving the nutrition goals recommended in this guide. Rather, a balance of cognitive and affective learning allows students to make food decisions based on knowledge and an awareness of their own opinions and values.

Lessons contained in *Nutrition Education—Choose Well, Be Well* contribute to the balance between cognitive and affective learning necessary for students to make wise food choices. The lessons focus on three different teaching strategies: information acquistion, values awareness, and open-ended discussion.[1]

1. Information Acquisition Lessons

   Key Outcome:

   - Provides the students with basic knowledge and skills

   Process for Implementing the Teaching Strategy:

   - Inform the students of what they are to learn and describe how learning will be evaluated.
   - Make the specific information available to the students.
   - Provide practice for the students in recalling specific information by having them do such things as identifying, distinguishing, listing, and describing. Monitor their practice and provide appropriate feedback.
   - Use the evaluation described in each lesson to assess students' ability to recall the information specified.

2. Values Awareness Lessons

   Key Outcomes:

   - Allows students the opportunity to identify reasons behind their choices and to label the reasons as values
   - Allows students an opportunity for independent thinking and self-expression in a nonjudgmental atmosphere

   Process for Implementing the Teaching Strategy:

   - Ask students to focus on a particular issue or topic.
   - Ask students to make a choice about the particular issue and give a reason for that choice.
   - Assist students in clarifying their responses.[2]
   - Inform students that while they are giving reasons for their choices, they are really talking about their values.
   - Follow the activity sequence in the order given for the most effective use of this type of lesson.

3. Open-Ended Discussion Lessons

   Key Outcome:

   - Provides students an opportunity to share ideas and opinions in a nonjudgmental atmosphere

   Process for Implementing the Teaching Strategy:

   - Inform students that the purpose of this activity is to give them an opportunity to express how they feel about a particular topic.
   - Describe the rules for discussion:
     a. Explain to the students that as teacher or leader you will not give your opinion but that you will help make sure that all of the students have a chance to talk if they wish.
     b. Explain that if the students do not understand what someone has said, they may ask that person for further clarification.
     c. Remind the students that people will have different ideas. They may disagree with the ideas of other people, but they should not make fun of what other people think.
     d. Inform the students that they will take turns speaking in the discussion.
   - Restate the particular discussion question you have chosen for response, and invite students to share their thoughts and opinions.
   - For the most effective use of this type of lesson, the discussion sequence should be followed in the order given.

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[1] Lesson classification and suggested teaching strategies were provided through the courtesy of Ray Cowan, Gus T. Dalis, Dennis C. Loggins, and Ben B. Strasser, members of the Teaching Strategies team from the Curriculum and Instructional Services Center, Office of the Los Angeles County Superintendent of Schools. This material was distributed by the Teaching Strategies Center, Division of Curriculum and Instructional Services, and copyrighted in 1979.

[2] In some instances it will be necessary to follow student comments with further clarifying questions; e.g., "Would it be correct to say that one of your values about breakfast foods is that they are quick and easy to prepare?" Allow students to answer yes or no and thereby to consider whether or not the stated value is important to them.

Community and Parent Involvement

Community agencies and parents can be immensely helpful in contributing to the educational process. Frequently, they can provide assistance in implementing lesson activities, serve as classroom speakers, or provide print and audiovisual materials.

Food Service Involvement

The support of the food service department within educational agencies is essential to the success of nutrition education. Food service personnel have a keen interest in nutrition education and can be valuable members of the nutrition education team. Nutrition education staff members are encouraged to develop creative methods for integrating the food service program with the nutrition curriculum. The cafeteria should be viewed as a laboratory for the practice of nutrition and a culmination of the decision-making process which has been initiated in the classroom.

Chapter Two

Preschool and Kindergarten Nutrition Lessons

The nutrition education lessons for preschool age and kindergarten students were designed as a resource for administrators, teachers, school food service employees, and others who wish to offer instruction about food choices, factors influencing food choices, food-related careers, consumer competencies, and food handling. The lessons and activities can be used in their entirety or selectively. Each lesson activity provides a complete and detailed description of procedures and required instructional materials appropriate to the procedure.

Lesson 1. Identifying the Need for Food

An information acquisition lesson designed to help students identify one reason why we need food

Objective

After completing this lesson, students should be able to identify at least one reason why we need food.

Key Facts

The body needs food for growth (grow), energy (go), and good health (glow). Food gives people energy; it is the body's fuel or source of energy. Food also helps people grow and be in a good state of health. Although food is necessary for growth, more food will not necessarily make children taller, nor will it make them grow faster. A lack of needed nutrients, however, may limit the full extent of a child's growth.

Activities: The Need for Food

Procedures	*Materials needed*
Note: Advance preparation is required for this activity. Construct "The Body Engine" booklet by coloring the pictures on pages F-2—F-4, mounting the pictures on tagboard, and assemblying the booklet with yarn or paper fasteners.	Booklet: "The Body Engine," pages F-2—F-4 Coloring materials Tagboard Yarn or paper fasteners
1. Have students sit in a large circle on the floor for story time. Inform them that you have a special story about them. Read the story "The Body Engine" to the students. 2. After reading the story to the students, ask them the following questions: a. Why did the car stop? b. What makes the car go? c. What makes you go? d. Do you need food every day? e. Can you eat just once and have enough fuel for always? f. What kind of food fuel did you have today? g. How do you feel when you do not eat?	
3. If you are working with older students, have them complete the work sheet "Food Makes ______ Go." Before students complete the work sheet, tell them all children need food for energy, even to sleep or to sit. People need energy for such activities as running and riding bicycles. Ask students the following questions: a. Which person would need more energy from food—a person sleeping or running? (running) b. Does a sleeping person need energy from food? (Yes, but a person running needs more energy from food.)	Work Sheet: "Food Makes ______ Go," page F-5
4. For older students, display the chart "What Makes You Go?" and ask students the following questions: a. What makes a fire go? (wood, fuel) b. What gives a car its energy? (gasoline, fuel) c. What gives you energy? (food) d. How does a fish get its energy? (fish food, water plants, algae, other fish) e. How does a cow get its energy? (grass, plants) f. How does a lion get its energy? (meat)	Chart master: "What Makes You Go?" page F-6 (The chart may be enlarged for display purposes.)

Activities: The Need for Food—Continued

Procedures	Materials needed
g. What are some healthful foods that give you energy? (peanut butter, apples, burritos)	
5. Give students a copy of the chart "What Makes You Go?" and ask students the following questions: a. With your finger find the fire. What gives the fire energy? (wood) b. Now find the car. What gives the car energy? (gasoline) c. What gives you energy? (food) d. What can you do with energy? (run, climb, sing, walk) At the bottom of the chart, have older students draw pictures of healthful foods. If time permits, have students color their chart and describe the foods they drew.	Chart master: "What Makes You Go?" page F-6

Activities: Energy

Procedures	Materials needed
Note: Advance preparation is required for this activity. Tear or cut from magazines pictures that show children participating in an activity. (Have two to five pictures for each student.)	Magazine pictures of children participating in an activity (e.g., playing, running, jumping, and so forth)
1. Prepare an area for a collage activity; set out scissors, pictures, paper, and paste. 2. Before students make their collages, show them the pictures of children participating in activities, and ask the following questions: a. What are these children doing? b. Do they need energy to do this? (yes) c. What gives them the energy? (food) 3. Tell the students they will paste on their paper pictures of children participating in activities that require energy from food. Ask the students to choose two to five pictures for their collage; title the students' collages, "We Need Energy for_______."	Glue or paste Scissors Paper (8½ x 11)
4. As a variation to the collage, have students draw a picture of an activity that requires energy from food. Ask the students to explain their pictures to the teacher or to other students. Use the pictures (or collages) for a bulletin board titled "Food Makes Us Go."	Coloring materials Paper

Activities: Growth

Procedures	Materials needed
Note: Advance preparation is required for this activity. Make a "Growth Tree" poster and cut out a construction paper fruit for each student.	Large drawing of a tree trunk with branches Tape measure Scissors Construction paper
1. Post the "Growth Tree" poster and tape measure, as pictured on page 11. Ask the students what we eat that grows on trees. Explain that the class will be making a fruit tree. (Be sure the tree has enough low branches, 30 to 40 inches [76 to 101 cm] from the floor for each student's fruit.)	"Growth Tree Fruit Patterns," page F-7

Procedures	Materials needed
2. Ask the students to use their hands to demonstrate how tall they were when they were babies. Ask them to show you how tall they are now (rest hand on top of head). Ask what made them grow. Explain that eating good food helps them grow.	
3. One at a time, give each student a fruit cutout (with tape on back of cutout) to add to the growth tree. Have a current photo of a student taped to the front of the fruit, or print the student's name on the front. Have the student stand with his or her back to the growth tree in front of the tape measure. Use a ruler as a level to judge the student's height. Have the students place their fruit cutouts at the level representing their height.	Fruit cutouts Masking tape Ruler Current photo of each student or felt pen
4. Ask each student how tall he or she wants to become and how he or she will get that tall. (*Note:* Diet and inherited traits will determine a student's final height.)	
5. Record student height and weight measurements on the work sheet "Food Makes ______ Grow" (consider using an aide's or another teacher's help). Repeat the activity after six to eight months and raise the fruit to the new height to reinforce the student's concept of growth.	Work Sheet: "Food Makes ______ Grow," page F-8
6. Play a game in which students crouch toward the ground and "grow" a little each time the teacher calls out the name of a food, until the students stand tall. Students may "grow" only when foods, not non-food items, are named. Students may take a turn as teacher.	
7. Advance preparation is required for this activity. (Prior to the activity, send a letter to the parents requesting a baby picture of the student.) Show the students pictures of themselves as a baby and as a preschool or kindergarten student. Discuss how the child has changed (e.g., teeth, hair, size, shape, longer legs and arms, and so forth). Ask students the following questions: a. What did the baby need to grow to become a person like you? (food) b. Will you grow more? (yes, until you reach your maximum size) c. How will you keep growing? (eat good food) d. What will keep you growing? (good food) As a follow-up to the activity, display the pictures on the bulletin board for children to see. Arrange the baby pictures as a center of a flower and place the students' current pictures across the bottom of the bulletin board.	Letter to parents requesting baby pictures, sample on page F-9 Baby picture and current picture of each student (Use an instant camera to take pictures in class or retain one of each student's school pictures.)
8. Have each student lie on a large piece of butcher paper. Have a teacher, aide, or parent trace and cut out the student's silhouette. (A single student tracing may be done for this procedure.) Have students draw or paste pictures of nutritious foods on the silhouette. Emphasize to students that food is necessary for growth. As a follow-up to the activity, trace the silhouette of a small baby and hang the silhouette on the wall for the students to compare their tracings for size differences. Ask students what the baby will need for growth. (food)	Butcher paper Magazine pictures of nutritious foods Glue or paste Scissors Pencils Coloring materials

Activities: Reasons for Growth

Procedures	*Materials needed*
Note: This activity is appropriate for an older group of students. Advance preparation is required to complete this activity. Make one set of Accordion Kids by following the directions and the pattern on pages F-10—F-12. If desired, set up an area for older students to construct their own Accordion Kids. 1. Introduce each Accordion Kid to the students: "This is an Accordion Kid. His name is Gary (or her name is Gert). Gary eats healthful food. It makes him grow, gives him energy, and keeps him healthy." Show the students how Accordion Kid Gary can grow, stretch, and move. "This is Accordion Kid Barry (or Bertha). He eats the wrong kinds of food. These foods can slow his growth, make him tired, and give him cavities." 2. Have older students make their own Accordion Kids. Demonstrate how the pattern pieces go together. Assist students as needed. As students construct the Accordion Kids, discuss the effects food has on growth. Dairy foods, meat, fish, poultry, dried beans, fruits, vegetables, breads, and cereals contribute to a person's maximum growth and development. Foods low in nutrients may replace those foods rich in nutrients and may prevent a child from maximizing his or her growth and development.	"Accordion Kid" directions and patterns, pages F-10—F-12 Optional: coloring materials Stapler, glue, paste, or paper fasteners

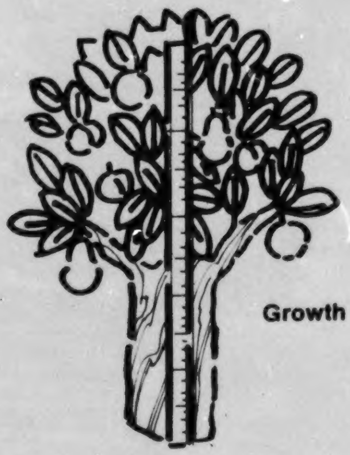
Evaluation Suggestions

1. Ask students what helps them grow? What gives them energy? What keeps them healthy?
2. Ask students to give one reason why we need food.
3. As students respond to the story "The Body Engine" and to the discussion questions, listen for their understanding of why we need food to grow, to have energy, and to be healthy (grow, go, glow).

Food Service Involvement

Ask the food service manager to display the students' collages ("We Need Energy for . . . .") or nutritious food silhouettes in the center's or school's eating area.

Notes



Growth Tree Poster Diagram

Lesson 2. Identifying a Variety of Foods

An information acquisition lesson designed to help students name a variety of foods

Objective

After completing this lesson, students should be able to identify a variety of foods.

Key Facts

A variety of foods provides the needed nutrients for good health.

Activities: Food Tasting

Procedures	Materials needed
1. Have available a variety of foods for the class to touch, smell, taste, name, and describe. Prepare bite-size portions of the foods for tasting. (*Note:* Teachers, parents, or food service employees may supply the food samples.) 2. Place each food in a bowl to pass to students for sampling. Direct them to take a piece of the food and to touch, smell, and taste it. Ask the students, after they have selected a piece of the food, to pass the bowl to another child. Demonstrate the process to be used by the students. 3. As students choose the food samples, ask the following questions: a. What is this? b. What color is it? c. What does it feel like? d. What does it smell like? e. How does it taste? f. How do you fix it at home?	Variety of foods that are easily tasted by a group of students; e.g., cheese, banana, tortilla, pita bread, raisins, berries, radishes, cauliflower, broccoli

Activities: Food Lotto—Food Varieties

Procedures	Materials needed
Note: Advance preparation is required for this activity. Glue lotto game boards and cards to heavy tagboard, color, laminate, and cut out. If possible during the game, have samples of the foods on the lotto cards available for students to see, touch, smell, and taste. 1. Select three to six children to play "Food Lotto." Explain to the group that they will be playing a game to learn about different foods. Give each child a game board. 2. Show a food card to the class, and ask the person with the same picture on his or her game board to raise his or her hand and to name the food. If the student answers correctly, reinforce the correct answer verbally and restate the name of the food. If the student responds incorrectly, give the correct name of the food. Give the child the food card and ask him or her to place it on the matching square on the game board. 3. Repeat with each food card until all cards are on boards, or until one game board contains all six matching food cards. To repeat the game, have students exchange game boards.	"Directions for Making Food Lotto Game Board and Cards," page F-13; game board and cards, pages F-14—F-19 Tagboard Coloring materials Scissors Glue Laminating materials

Activities: Food Lotto—Food Varieties—Continued

Procedures	*Materials needed*
4. After the child has identified the Food Lotto card, have everyone examine, touch, smell, and taste the real food. (An alternative food experience may focus on only one food that is kept as a surprise for the class until the card has been correctly identified and placed on a student's game board.) During the food experience, ask the following questions: a. What color is the food? b. How do you eat it? c. Where does the food come from? d. How is it prepared at home? e. Is it crunchy, soft, or sweet?	

Activities: Food Concentration Game

Procedures	*Materials needed*
Note: Advance preparation is required for this activity. Duplicate the "Food Concentration Cards." To have pairs of each food card, make two copies of the master, glue the cards on tagboard, color, laminate, and cut them apart. (The number of pairs used should be determined according to the child's ability to match.) 1. Select two to four children to play "Food Concentration." Explain to the children that they will be playing a game to learn about different foods. 2. Show each of the picture cards to the student players and say the name of the food. Then place all cards face down. Demonstrate how to play by raising one card, saying the name, raising the second card, looking for a match, and saying the name. 3. If the second card matches, remove both cards. If it does not match, flip it back over and try again. (Cards may be left turned up for younger children.) 4. Allow each student an opportunity to make a match. 5. As students make a match, ask the following questions: a. Where do we get this food? b. Is this food good for us? c. How can this food be eaten at home?	"Food Concentration Cards" masters, pages F-20—F-21 Tagboard Glue Coloring materials Laminating materials Scissors

Activities: Fruits by Color Game

Procedures	*Materials needed*
Note: Advance preparation is required for this activity. Construct the gameboard and cards; instructions are on page 16. 1. Select a group of three to five children to play the "Fruits by Color" game. Explain to the group that they will be playing a game to learn about fruits. 2. Place the gameboard on the table and have the students name the colored pocket as you point to each pocket: yellow, orange, red, green.	"Fruits by Color," pages F-22—F-25 (Three yellow fruits: banana, lemon, grapefruit; three orange fruits: orange, cantaloupe, peach; three red fruits: apple, cherries, strawberries; three green fruits: pear, grapes, honeydew melon)

Activities: Fruits by Color Game—Continued

Procedures	Materials needed
Place the picture cards of fruit face down on the table and have the students take turns drawing a card, naming the pictured fruit and its color, and placing it in the matching colored pocket. Repeat if desired.	
3. Variations of this game include using vegetables in place of fruits and using fresh fruits or vegetables for grouping by colors. Show the students colored construction paper placemats or colored bowls and have them match the fresh food to the placemat or bowl. Make a fruit or vegetable salad from the samples used in the game and discuss the food colors while students eat the salad.	Fresh fruits and/or vegetables of various colors

Activities: Fruit and Vegetable Prints

Procedures	Materials needed
Note: Introduce this activity as an art project to help students learn about fruits and vegetables. Usually, food is only for eating.	
1. Prepare an area for fruit and vegetable printing. Cut fruits and vegetables to show seeds, rings, or food shapes. Spread a layer of paint on a meat tray or other container. Set up a cleanup area for paint and hands. 2. Demonstrate printing to the class. Press a fruit or vegetable gently into the paint and then onto the paper. Ask the children to describe the shape of the fruit or vegetable. 3. Supervise the students' printing. 4. Let the prints dry and display them on a bulletin board or allow students to take the prints home.	Paper, plastic, or plastic foam meat trays Paint Vegetable and fruit halves or chunks (e.g., cucumber, banana peel, apple sliced crosswise, onion rings, potato, green pepper cut crosswise) Paper

Activities: Food Grouping Game

Procedures	Materials needed
Note: This activity is appropriate for an older group of students.	
1. Select a group of three to five children to participate in the "Food Grouping" game. Place on the table four food pictures that can be recognized by the students. (All of these foods should belong to the same class; e.g., fruit: apple, orange, pear, and so forth.) Ask each student to name each food. Then ask, "What is one name we have for all of these foods?" (fruit) If the students do not answer correctly, point to each food picture and say, for example, "This is an apple. It is a fruit." Repeat this process for each food. In turn, give each child two more food pictures; e.g., grapefruit and toast. Ask, "Which one is a fruit?" or "Which one is not a fruit?" Have the student place the fruit picture with the other fruits. Immediately tell the student: "You are right; these are fruits. Toast is *not* a fruit." Continue the process with each child.	Food pictures from magazines, Dairy Council, or "Food Lotto Game Board," pages F-14—F-19 (Include pictures of fruits and vegetables and of nonfruits and nonvegetables; e.g., grapefruit, peach, melon, grapes, toast.)

Activities: Food Dominoes (Foods classified as breads and cereals)

Procedures	*Materials needed*
Note: This activity, which requires advance preparation, is appropriate for an older group of students. Make domino cards by gluing cards on tagboard, coloring pictures, laminating cards, and cutting out individual cards. 1. Select three to five students to participate in the "Food Dominoes" game. Explain to them that they will be playing a game to learn about different foods. 2. Show students the food domino cards and name each food. Ask them to repeat the food names with the teacher. 3. Depending on the number of participants, give each child an equal number of cards (three to five cards for each person). Choose one student to begin and have him or her lay one card face up on the table. Ask the student to name the foods on the card. Have a second student lay one card face up on the table, touching the first card, if the card has a food that matches one of the foods on the first card. (The second card touches the first card so that the like foods touch.) Ask the second student to name the foods on his or her card. Have the rest of the class members continue the same process of laying down a card that has a matching food and naming the foods on the card until all the cards have been played.	"Food Dominoes" cards, masters, pages F-26—F-30 Tagboard Scissors Glue Coloring materials Laminating materials

Evaluation Suggestions

1. Have students name the foods they are eating during snack or lunch.
2. Have students name foods during food sampling and on food picture cards in games.

Food Service Involvement

If possible have a food service employee bring into the classroom those foods which appear on game cards for touching, naming, and tasting. Invite the food service employee to participate in the game by telling students the name of each food and by describing how each food is prepared or used at home or at the center/school.

Notes

Directions for Making "Fruits by Color" Game Board

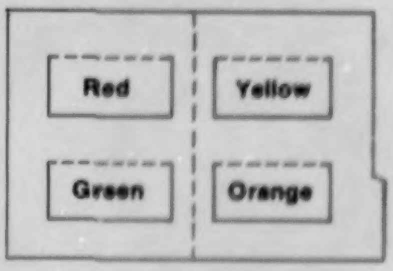
Materials:

- Two letter-size file folders
- Tagboard or construction paper: red, yellow, orange, green
- Masking tape
- Scissors
- "Fruits by Color" pictures, pages F-22—F-25
- Laminating materials (optional)

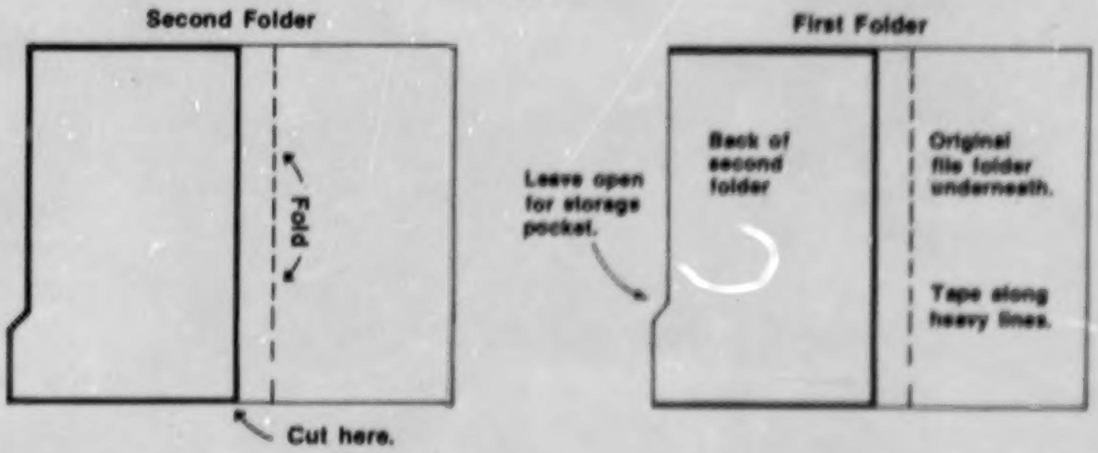
Procedure:

1. Cut colored tagboard or construction paper to 6½ inches (16.5 cm) x 2½ inches (6.4 cm)
2. Open one file folder; tape colored tagboard rectangles to make four pockets.
3. Cut the back off the second file folder about one inch short of the fold. Tape the back cut from the second folder to the back of the first folder to make a storage pocket to hold fruit pictures.
4. If you wish, decorate the folder with fruit pictures and cover with clear contact paper.

Inside


Red
Yellow
Green
Orange

Outside


Second Folder
Fold
Cut here.
First Folder
Back of second folder
Original file folder underneath.
Leave open for storage pocket.
Tape along heavy lines.

Lesson 3. Classifying Plant and Animal Foods

An information acquisition lesson designed to help students classify foods as being of plant or animal origin

Objective

After completing this lesson, students should be able to classify foods as being of plant or animal origin.

Key Facts

Food usually comes from one of two sources: plants or animals. Plants grow from the ground and have many edible parts, including leaves, stems, roots, and seeds. Animals provide meat and other products, such as milk and eggs.

Activities: Food Sources

Procedures	*Materials needed*
Note: Taking several days to complete this section is recommended. 1. Using food pictures or empty food containers, ask students to identify the name of the food. As students successfully identify each food, display the picture on a bulletin board or flannel board in one of two groups, plant or animal. Do not label the two groups. 2. When all pictures are displayed, ask the students what the foods in the first group have in common. Guide the students to the conclusion that one group represents foods from plants, and the other group shows foods from animals. Briefly review the names of the foods on display and their sources. Emphasize that almost all foods come from either plant or animal sources. 3. Randomly place pictures of foods from plants and animals on the table. Have students sort and classify pictures according to their plant or animal source.	"Pictures of Foods from Animals," pages F-36—F-41; "Pictures of Foods from Plants," pages F-45—F-46; or empty food containers (If the food pictures above are used, color, cut out, and mount each picture on heavy paper.) *Note:* Dairy Council pictures are appropriate to use.
4. Show students the picture "On the Farm." Ask them to name each item as you point to it. Show the class members separate pictures of food and ask them to point to the source of the food shown in the picture.	"On the Farm," page F-31 "Food Source Pictures," page F-32
5. As students eat lunch or snacks, have them identify the food source (plant or animal).	
6. If working with older students, have them, from collected magazine pictures, make booklets or collages titled "Foods from Plants" or "Foods from Animals."	Assorted old magazines or collected food pictures Paste Paper Scissors
7. If possible, arrange for students to visit the place of origin of various foods. (Field trip destinations are dependent on availability, transportation, time, supervision, and cooperation of personnel in the various facilities.) Possible trips might include: Dairy farm Egg or chicken farm Beef or sheep ranch or hog farm Cheese factory Ice cream factory Vegetable farm Family garden Orchard	Field trip sources Permission slips Method of transportation Transportation arrangements

Activities: Food Sources—Continued

Procedures	Materials needed
Bakery (sometimes available at local grocery store) Butcher (sometimes available at local grocery store) Tofu factory Tortilla factory Cannery Food processing plant Spaghetti factory Fishing pier	

Activities: Foods from Plants and Animals

Procedures	Materials needed
1. Place pictures of animals used for food on a flannel board or a bulletin board. Explain to students how we use animals for food. Animals eat plants and drink water to grow big and make food for people.	"Animal Pictures," pages F-33—F-35 (cow, steer, chicken, pig, fish, shrimp)
2. Point to one of the animal pictures on the flannel board and ask a student to tell its name; e.g., pig. Then ask students to raise their hands if they have ever eaten the meat of a pig before. Using pictures of foods, ask students whether they have ever eaten pork chops, ham, bacon, or sausage. (Explain that if they have eaten any of these foods, they have eaten pig.) Place these food pictures next to their animal source, the pig. Continue this question-and-answer technique with the following foods: a. Fish (tuna, trout) b. Chicken (eggs, meat or chicken) c. Cow (milk, cheese, ice cream) d. Steer (hamburger, steak, roast) e. Shellfish (shrimp)	"Pictures of Foods from Animals," pages F-36—F-41
3. Explain that we do not eat only food from animals. Ask students if they can name other kinds of food we eat (vegetables, fruits). Ask students if they know the source of vegetables and fruits (plants). Put a picture of a tomato plant on the flannel board and ask a student to name the fruit on the plant; e.g., tomato. Ask students the following questions: a. What kind of food is this? (food from a plant)	"Plant Pictures," pages F-42—F-44
b. How many of you have ever eaten a potato, orange, apple, or carrot? (Explain that if they have eaten any of these foods, then they have eaten a food from a plant)	"Pictures of Foods from Plants," pages F-45—F-46.
4. Duplicate page F-47 and have the students color the pictures for the "Apple Tree Chant"; cut out the pictures and mount them on index cards or felt for a flannel board. Teach students the "Apple Tree Chant." (Other fruits may be substituted in the chant.) Use pictures with the chant.	"Pictures for the 'Apple Tree Chant,'" page F-47 Coloring materials Scissors Index cards or felt Glue

Activities: Foods from Plants and Animals—Continued

Procedures	Materials needed
Apple Tree Chant Up in the apple tree, High off the ground, (look up, point) I see an apple so big and round. (shape circle with hands) I climb up the tree and hold on tight. (pretend to climb) I pick that apple and take a big bite! (pick apple and bite) M-m-m-m-m-m-m-m Good! (Rub tummy)	
5. As a follow-up art project, have students make a "fruit" tree. Place a small branch (approximately three feet tall) from any tree in a can filled with sand. Have students color the fruits from the "Apple Tree Chant" and hang them on the tree.	Branch #10 can Sand "Pictures for the 'Apple Tree Chant,'" page F-47

Activities: Foods from Plants and Animals Used in Snacks

Procedures	Materials needed
Egg Snacks	
1. Tell students they will make Egg Snacks from hard-cooked eggs. Ask students if eggs come from plants or animals. 2. Give each student a paper cup, a fork, and a hard-cooked egg. Have each student complete the following steps: a. Peel the egg. b. Cut the egg in half lengthwise. c. Put the yolk in the paper cup and mash it. d. Mix 1-2 teaspoons (5—10 mL) mayonnaise with the egg yolk in the cup. e. Put the egg yolk mixture back into the egg halves. f. Eat! g. Save broken shells in plastic bags to make eggshell collages. 3. After the students have eaten their Egg Snacks, ask them the following questions: a. What color are eggs on the outside? On the inside? b. What animal do eggs come from? (Show the children a picture of a chicken.) c. Where do chickens live? 4. As a follow-up activity, have the class color and take home the recipe for Egg Snacks.	One paper cup, one fork, one plastic knife, and one hard-cooked egg for each student Mayonnaise "Egg Snacks Recipe," page F-48
Tuna Cracker Crunch	
1. Have the class, in groups of four to six, make individual servings of Tuna Cracker Crunch. Assist students, as needed, in the preparation of the recipe. 2. Slice raw carrots and place on a plate with Tuna Cracker Crunch and pass to each student. Have students identify the animal source food	"Tuna Cracker Crunch" recipe, page F-49 Crackers One can of tuna One-half cup (120 mL) mayonnaise

Activities: Foods from Plants and Animals Used in Snacks—Continued

Procedures	Materials needed
and the name of the animal from which it comes (tuna - tuna fish). Have students identify the plant source food and the name of the plant from which it comes (carrot - carrot plant).	One-fourth cup (60 g) pickle relish Small cups Fork for each student
3. After students have eaten their Tuna Cracker Crunch, ask them the following questions: a. Where do tuna fish live? (in the ocean) b. How do we get the fish? (Fishers catch the fish which are sent to a cannery to be canned. The canned tuna is trucked to the store where we buy it.) c. Do you know how the tuna gets in the can? (The tuna is cut up, placed in the cans, and cooked at a cannery.) d. How big is a tuna fish? (From 1 foot [.3 metres] to several feet [metres] in length, weighing up to 1,000 pounds [450 kg].)	Carrots
Homemade Bread	
1. Obtain one-half to one cup (120 to 240 g) wheat kernels from the school's or agency's food service program or from a local health food store. Show the students the wheat kernels and ask them the following questions: a. How do the wheat kernels look? b. How do the wheat kernels feel?	Wheat kernels
2. Explain to the class that wheat kernels are *wheat seeds*. They come from a wheat plant. (Show the children the wheat chaff and point to the seeds.) Help students to examine the wheat chaff with a magnifying glass. Ask the class to answer the following questions: a. What kind of seeds are these? (wheat) b. Do wheat seeds come from a plant or an animal? (plant)	Wheat chaff (sold at flower shops) Magnifying glass
3. Explain that you will be making flour out of these seeds. Show the class how to use the wheat grinder. Have each student take a turn putting in the wheat seeds and turning the handle of the mill. Ask, "What are we making?" Explain that you are making *flour*. You will use this *flour* to make bread.	Wheat or coffee grinder Plastic bag or canister to collect flour
4. Work with the class to make wheat bread. Supervise the students as they follow the recipe steps. (*Note:* Use of parent aides or involvement of food service employees is recommended for this procedure.)	"Wheat Bread" recipe, page 22 Ingredients for making bread, listed in the "Wheat Bread Recipe," page 22
5. Review the process used to make bread by teaching the students the words to "The Bread Song." Have the class sing "The Bread Song" to the tune of the "Farmer in the Dell." Use visual aids while everyone sings the song.	
The Bread Song (Sing to the tune of "Farmer in the Dell.") I. Wheat is a plant. Wheat is a plant. High, ho the bakery oh, Wheat is a plant. II. The farmer grows wheat. The farmer grows wheat. High, ho the bakery oh, The farmer grows wheat.	

Activities: Foods from Plants and Animals Used in Snacks—Continued

Procedures	Materials needed
Continue "The Bread Song" with: III. The wheat has kernels. IV. The kernels make flour. V. The flour goes into bread. VI. The oven bakes the bread. VII. We eat the bread.	
6. Have students color the illustrations from "The Bread Song" work sheet, and ask them to sequence the steps required in making bread.	Work Sheet: "The Bread Song," page F-50
Homemade Butter	
1. Explain to the students that they will be making butter. Ask them if they know the source of butter. Tell them butter is made from cream, which is a part of milk. Ask if they know the source of milk.	
2. Place one-half pint (240 mL) of heavy whipping cream in a glass jar, and close the lid tightly. Have everyone take turns shaking the cream in the jar until yellow clots of butter form from the cream and, finally, until one large clump of butter forms. A milk-like whey, called buttermilk, will remain. (*Note:* For music enrichment have students shake the jar to the rhythm of marching music.)	One-half pint (240 mL) cream Glass jar with a close-fitting lid
3. Drain the buttermilk and allow everyone to taste it.	Paper cups
4. Have the children spread the homemade butter on crackers or homemade bread for a snack.	Crackers or homemade bread Knife
5. As students eat their snacks, ask them the following questions: a. What did we use to make the butter? (cream) b. Where do we get cream? (from milk) c. What did we do to make the butter? (shook the cream) d. What else can we make from milk? (answers will vary) e. What gives us milk? (cow, an animal) f. How does a store get butter? (from a farmer or a creamery)	

Activities: Food Sources in Review

Procedures	Materials needed
Note: Advance preparation is required for this activity. Color and cut out the "Food Source Flash Cards." Cut tagboard pieces to the size of flash cards. Glue the flash cards to the tagboard pieces so that a food picture is on one side and the corresponding food source is on the reverse side. Laminate the cards for longer use.	"Food Source Flash Cards," pages F-51—F-55 Coloring materials Scissors Glue Tagboard Laminating materials
1. Ask the children to sort the food source pictures into stacks of "animals" or "plants."	
2. Use flash cards to determine whether students know where food comes from. Demonstrate the game with the milk/cow flash card. While showing the students the milk side of the flash card, ask them where milk comes from. Flip the card over to show the picture of a cow. Repeat with the remaining flash cards. (*Note:* This activity can occur with one child, a small group, or the entire class.)	
3. Reverse the game; show the children the food source, and ask them to name a food that comes from it.	

Evaluation Suggestions

1. Place pictures of plant and animal source foods on a table. Have students sort and classify pictures according to plant or animal sources.
2. Have older students complete the "Food Source Cross Match," page F-56. Ask them to draw a line from the food to where it comes from. Ask the class if the food comes from a plant or an animal.
3. Observe the student's responses to the "Food Source Flash Cards."

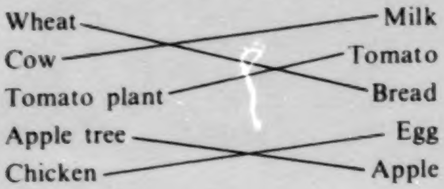
Food Service Involvement

1. Ask a food service employee to provide the students with classroom opportunities to taste a variety of plant and animal source foods used in school lunch menus. As students taste the foods, have them tell the food service employee the food sources.
2. Work with a food service employee to obtain the food supplies and equipment needed for classroom experiences.

Notes

Answer Key:

"Food Source Cross Match," page F-56



Wheat Bread Recipe

Ingredients:

2 eggs
½ cup scalded milk (120 mL)
½ cup water (120 mL)
½ cup vegetable oil (120 mL)
¼ cup sugar (60 g)
1 teaspoon salt (5 mL)
1 package yeast
4½ cups flour (500 g)
(Use flour ground by class mixed with commercial flour.)

Materials:

Bowl and fork to beat eggs
Small pot
Large mixing bowl
Rubber spatula
2 greased one-pound coffee cans with lids or small loaf pans
Plastic wrap
Stove
Hot plate (optional)
Oven

Supervise the students as they follow the steps in the recipe:

1. Beat eggs.
2. Put milk, water, vegetable oil, sugar, and salt into a small pot and heat until warm, (110°—115° F. [43°—45° C]) using a hot plate. (Teacher may want to do this ahead of time.)
3. Dissolve yeast in warm milk mixture.
4. Put 2½ cups (275 g) of flour into a bowl. Add yeast mixture and mix well.
5. Add beaten eggs and mix.
6. Add remainder of flour as needed to make medium soft dough.
7. Pour half of mixture into each greased coffee can (cover with lids) or loaf pan (keep covered).
8. Keep in warm place until dough rises to top of can; this should take about one hour.
9. Remove lids and bake in can at 350 degrees F, or 175 degrees C, for 30 minutes.
10. Remove from oven and cool for 10 minutes; then shake from can or loaf pan.

Yeast Experiment:

While mixing the dough, fill a tall, clear glass or jar about three-fourths full with warm water. Add a package of dry yeast and 1 to 2 teaspoons (5 to 10 g) sugar. Watch the mixture. Yeast uses the sugar to produce gas which makes bread rise. Perform this activity as a follow-up science experiment the following day, if desired.

Lesson 4. Identifying Influences on Food Choices

An information acquisition lesson designed to help students identify one influence on food choices

Objective

After completing this lesson, students should be able to identify one of the five senses as an influencing factor on food choices.

Key Facts

Food is recognized through our five senses: touch, taste, sight, sound, and smell.

Activities: Our Senses

Procedures	*Materials needed*
Note: Advance preparation is required for this activity. Make a Sammy Senses Puppet from a paper bag and construction paper.	"Directions for Making Sammy Senses Puppet," page F-57
1. Introduce Sammy Senses (with mouth only) to the class. Sammy Senses tells the class he is going to teach them about the five senses, but he will need help. He asks what needs to be added to the bag to complete him.	Paper bag Construction paper Scissors
2. As students say the various features, glue, tape, or staple them onto Sammy. As each feature is added, ask the students to identify the function of each feature. Have them repeat, "Eyes are for seeing, ears are for hearing," and so forth, as each part is added.	Glue Staples Tape
3. Ask students to think of their favorite foods. Ask them to determine which sense that they use influences their choice of a favorite food. Lead students to conclude that all five senses influence food choices.	
4. Discuss some foods that are especially influenced by one of the senses (e.g., smell—bread baking, hearing—popcorn popping, and so forth)	
5. As a follow-up procedure, have students make their own Sammy Senses puppet and identify which sense is used with each part of the puppet.	

Activities: The Sense of Touch

Procedures	*Materials needed*
1. Place foods for the touching activity in a grocery bag. (Do not allow students to see the foods yet.) Show them the grocery bag, and tell them they are to guess the foods inside only by holding and touching the food. (*Note:* Work with food service employees to obtain the food supplies needed for this activity.)	Grocery bag Variety of foods good for touching; e.g., carrot, potato, cracker, spaghetti, rice, beans, banana, bagel, grapes, avocado
2. Have one student at a time close his or her eyes, reach into the bag, find one food to touch, describe the food (i.e., bumpy, soft, and so forth), and guess what it is. Ask students whether they think the food *feels* good to eat.	
3. After the touching experience, wash and prepare the foods for students to taste. (You may wish to use foods other than those that were touched.)	Knife Paper plates Toothpicks

Activities: The Sense of Touch—Continued

Procedures	Materials needed
4. As a variation to the activity, have a "Feel Me" box in class. (For example, use an oatmeal box with a sock top opening.) Have students feel and guess the contents; change the contents on a weekly basis.	"Feel Me" box, directions, page 26 Contents for box (e.g., macaroni, dried beans, orange, apple)

Activities: The Sense of Smell

Procedures	Materials needed
1. To introduce the sense of smell activity, ask students whether they know what part of their face smells food. (nose) Have them point to the part of their face they use to smell food. Explain to them that they will be smelling several "mystery" foods and will be guessing the name of the food. 2. Place food samples in separate small containers and cover them with foil. Poke holes in the foil to allow the aromas to escape. Have the students come up one at a time and smell one food. Have the child describe how it smells (sweet, spicy, like gingerbread, and so forth). Have the students guess the identity of each food. 3. Explain to students that many foods *smell* good to eat (e.g., popcorn, strawberries, baking bread, stew). Prepare a food in class that smells good to eat, such as popcorn or vegetable stew with herbs. Visit a bakery or the school or agency food service operation while food service employees are cooking food. Have students smell the foods and guess what foods are being prepared. (*Note:* Work with the food service manager to obtain the foods used in the classroom cooking experience.)	Foods appropriate for smelling (e.g., lemon, orange, strawberry, peach, gingerbread, tomato sauce, garlic, cinnamon, and so forth) Small containers (paper cups, film cans, and so forth) Foil lids

Activities: The Sense of Sight

Procedures	Materials needed
1. Explain to the class that the appearance of food makes it look good to eat.	
2. Show the students a variety of foods that are visually appealing (cherries, nectarine, bell pepper, watermelon slice, carrot). Ask the class to identify which foods look good to eat and to explain the reasons for their choices; e.g., color, smoothness, shininess, and so forth. Have the students taste the foods shown and discussed. (*Note:* Work with the food service manager to obtain the foods used in this activity.)	Variety of foods that are visually appealing: cherries, nectarine, bell pepper, watermelon slice, carrot
3. Ask the food service manager to provide an attractive food, such as a fruit salad, for the students to examine and taste. Invite the manager to talk with the class about how the appearance of food affects a person's choice of what food to eat.	

Activities: The Sense of Hearing

Procedures	Materials needed
Note: Advance preparation is required for this activity. Make a tape recording of a variety of food sounds (corn popping, bacon sizzling, food boiling, oven door closing, food being chopped, and someone biting into a taco or carrot). 1. Tell the class that the sound of food cooking can influence a person's choice of food. Tell the students that they will listen to some sounds of food. Play the tape and ask them to name the food, using only sounds for identification (e.g., popping, sizzling). Ask which foods they would like to eat because of the sounds they heard.	Tape recorder Cassette tape
2. Provide a crunchy snack for the class (e.g., carrots, celery, fried tortillas). Have the students listen to the sounds; then have them describe the sounds and their own reactions to the foods.	Crunchy snack food (Work with the food service manager to obtain the foods.)

Activities: The Sense of Taste

Procedures	Materials needed
1. Ask the students to point to the part of their mouths they use to taste food and to identify it. (tongue)	
2. Introduce different tastes to the Sammy Senses puppet. At the same time, give the class a sample of the food given to Sammy Senses. Use the following types of foods: salty (pretzel), sour (lemon), sweet (grapes or banana), and bitter (escarole). Ask the students if they can name other foods that are salty, sour, sweet, and bitter. Explain to them that these tastes are the four that people can distinguish. Have other foods available for students to taste, and classify the foods according to their basic taste. Use the opportunity to introduce novel foods to the class. Have small samples of foods for tasting, such as raw zucchini, broccoli, mushrooms, turnips, cauliflower, or jicama.	"Directions for Making Sammy Senses Puppet," page F-57 Variety of foods for tasting: pretzels, lemon, grapes, banana, escarole, raw zucchini slices, broccoli, mushrooms, turnip slices, cauliflower buds, jicama sticks
3. For an older group of students, construct a chart with four columns: salty, sour, sweet, and bitter. Have them bring pictures of their favorite foods for each column. Reinforce the students' taste awareness by introducing additional foods that are sweet, sour, bitter, and salty, and ask the class to identify the flavors. At mealtime, students can identify the taste of the various foods served.	Chart paper Tape Pens

Activities: The Senses in Review

Procedures	Materials needed
1. Have the students wash their hands; then, with teacher supervision, have them make popcorn as directed on the package. 2. Discuss the following while the popcorn is popping: • Can you hear the popcorn popping? • What part of your body do you use to hear? (your ears) • Can you smell the popcorn yet? • What part of your body do you use to smell? (your nose) • What does the popcorn taste like? (corn) • Does it taste salty or sour? (salty) • What part of your body do you use to taste? (your tongue)	Popcorn Oil Popcorn popper or hot plate and pan with lid Measuring spoons Large bowl Herbs and/or salt for seasoning

Activities: The Senses in Review —Continued

Procedures	Materials needed
• What part of your body do you use to see the popcorn? (your eyes) • Close your eyes and eat the popcorn. Does it still taste like popcorn?	

Evaluation Suggestions

1. As students eat snacks and sample the foods, ask which senses they are using to enjoy each food.
2. Ask students to name a favorite food and tell why they like that food. Which sense(s) did they use to choose that food?

Food Service Involvement

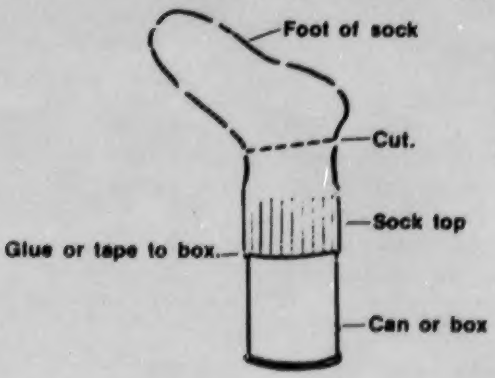
1. Work with the food service manager to obtain foods for sampling.
2. Ask the food service manager to meet with the students during or after lunch to help them discriminate among the different tastes and textures in their lunch (e.g., What is salty? sour? sweet? bitter? crunchy? smooth? chewy?).
3. Make arrangements for students to visit the school's or agency's kitchen to smell the food being prepared.

Notes

"Feel Me" Box

Directions for making "Feel Me" box:

Use an empty oatmeal box or coffee can. Remove lid. Cut the foot part off a sock. Tape, glue, or staple one end of the sock top over the open end of the box or can. If using a coffee can, remove the bottom and place a plastic lid on the bottom. This approach facilitates placing food samples inside.



Lesson 5. Exploring Food Choices

An open-ended discussion lesson through which students have an opportunity to share ideas, opinions, and feelings about foods that people choose to eat

Procedures	Materials needed
Discussion Sequence *Note:* This activity may be appropriate for an older group of students and may be held with a small group or with the entire class, whichever the teacher feels is most appropriate to a particular situation.	
1. Inform the class that the purpose of this lesson is to exchange ideas about foods that people choose to eat.	
2. Read the story *Bread and Jam for Frances* and show pictures until you feel the problem has been well-defined. (The story tells of a little badger named Frances that decides that she will eat only bread and jam. Her parents allow her to choose that as her sole diet, but as they enjoy a variety of delicious foods and she is given only bread and jam, Frances changes her mind.)	Hoban, Russell. *Bread and Jam for Frances.* Harper & Row Pubs., Inc., 1964.
3. Explain to the class that Frances's parents really have a problem. They want her to be happy and healthy. She needs to eat many different foods. There are many things her parents might do.	
4. Inform students that they will have a chance to talk and share ideas about how to solve the problem.	
5. Present the discussion rules outlined in Chapter One, page 4.	
6. Present the discussion question: You are Frances's mother or father. What would you do to get her to eat something besides bread and jam without punishing her?	
7. Conduct the discussion.	
8. Follow-up activity: Make a bread-shaped booklet entitled "How Would You Get Frances to Eat Something Besides Bread and Jam?" Write the children's responses on each page.	

Lesson 6. Exploring Values About Foods

A values awareness lesson in which students explore their values about food

Procedures

Activity Sequence

Note: This lesson is appropriate for an older group of kindergarten students.

1. Inform the students that they are going to find out what is important to them about different foods. Indicate that first you are going to read the book *Chicken Soup with Rice* aloud to them. Then they are going to make up some of their own rhymes about their favorite food. (If the book is unavailable, continue the activity sequence with step four.)
2. Read the book *Chicken Soup with Rice* aloud to the class. Involve the students by inviting them to repeat some of the rhymes as appropriate.
3. Point out that the author of the book used a simple rhyme to tell about foods people like. Suggest that they, too, can use a simple rhyme to tell about some food that they like.
4. Reread some of the rhyme patterns and invite the students to substitute the names of foods they like.

   Example:

   Going once, going twice,
   Artichokes is (are) nice!
   I told you once, I told you twice,
   Artichokes is (are) nice!

   Invite several students to complete the rhyme. If you wish, you may have the entire class say the rhyme pattern, with one of the students adding the name of a favorite food. After each of the students adds the name of a favorite food, ask each one to share the reason for selecting that particular food.
5. On a chalkboard or chart paper, record a list of foods the students identify, along with their reasons for liking them. It may look something like this:

Food	*Reason(s)*
Popcorn	It is crunchy.
Orange juice	It is cold and sweet.
Fried chicken	It is fun to eat with your fingers.
Tamales	It has different tastes.

   Note that as the students respond, some may simply say, "It is good." When they do so, ask what there is about the food that leads them to say that it is good, and try to get them to cite something more specific about the food. The only reaction of some students may be that they like the taste. If you can get nothing more specific, just list: "It tastes good."
6. After the students have responded, refer to the list on the chalkboard or chart and point out that they have stated something important to them, or one of their values about each of the foods listed. Review each of the items on the list and the reason stated.

Materials needed

Sendak, Maurice. *Chicken Soup with Rice.* New York: Harper & Row Pubs., Inc., 1962.

Lesson 7. Washing Hands

An information acquisition lesson designed to help students identify why and how persons should wash their hands before food is handled or eaten

Objective

After completing this lesson, students should be able to distinguish between clean and dirty hands, identify the importance of washing hands before eating, and demonstrate proper hand washing.

Key Facts

Four steps in washing hands include (1) wetting hands with water; (2) lathering hands with soap; (3) rinsing hands with water; and (4) drying hands with a clean towel.

Cleanliness is a means of fighting infection. Germs cannot be seen without a microscope, but they are present on a person's hands and other parts of the body. It is important to wash one's hands to remove germs before handling or eating food or setting the table.

Activities: Clean Hands

Procedures	*Materials needed*
Note: This activity requires several days to complete.	
1. Make two puppets, using garden gloves and markers or felt cutouts, (or cut out paper hands from construction paper) and glue on tongue depressors to make stick puppets.	Two puppets using: two garden gloves or paper cutouts, tongue depressors, and glue
2. Introduce the two puppets Amy and Anna (or Andy or Allan) and invite the students to gather together for a puppet show. Conduct the following puppet show to lead into the four steps of washing hands: *Amy or Andy (dirty puppet):* I am Amy and I have been playing outside. My hands are *dirty!* But I do not care. *Anna or Allan (clean puppet):* I am Anna and I have been playing outside, too. My hands were dirty, but (add teacher's name here) taught me to wash my hands because I am going to eat. Amy, when you eat with your hands, the dirt gets on your food. Do you like to eat dirt? *Amy:* I want to learn to wash my hands, too. Can (add teacher's name here) teach me, too? Anna: Yes, she (or he) will if . . . (pause) . . . you will listen carefully.	"Garden Glove Puppets," page F-60 Markers or felt cutouts Puppet stage or table top
3. Come from behind the stage or table and ask the students, "Who would like to learn to wash their hands?" Ask the students to raise one hand if one is dirty, both hands if two are dirty.	
4. Demonstrate the four steps in washing hands: a. Wet the hands with water. b. Lather the hands with soap. c. Rinse the hands with water. d. Dry the hands with a clean towel.	
Using the "Clean Hands Equation" chart, review what is necessary for clean hands.	Chart: "Clean Hands Equation," page F-61

Activities: Clean Hands—Continued

Procedures	*Materials needed*
5. Conduct a bacteria growth study (see experiment directions, page 31). Have the students provide the sources of bacteria in the experiment. Discuss how the bacteria from the experimental sources remain on a person's hands, and explain how necessary it is to wash one's hands before handling food. Be sure to discuss the bacteria growth before the students wash their hands for the next eating time. Review, as needed, the four steps involved in washing hands. Ask students the following questions: a. Why do we wash our hands? b. When should we wash our hands?	"Bacteria Garden Experiment," page 31
6. Prepare a "Clean Hands" bulletin board with enlarged pictures from the "Clean Hands Equation" chart (use an enlarger or sketch larger pictures). Review with the class the steps posted on the bulletin board, and ask students to pantomime the steps involved in washing their hands. (*Note:* The bulletin board could be placed in the students' eating area.)	Chart: "Clean Hands Equation," page F-61 Colored paper Pencil Scissors
7. Give each student a copy of the "Clean Hands" work sheet. In groups of three to five, have students identify and circle those items needed for clean hands (water, soap, towel). When students have completed the work sheet, ask them to describe how and why they should wash their hands.	Work Sheet: "Clean Hands," page F-62 Coloring materials

Activities: Washing Hands

Procedures	*Materials needed*
Tell the class members that they will be taking a work sheet home. Explain that the work sheet will help them keep track of when they wash their hands. Ask students to identify a good time to wash their hands (before breakfast, lunch, and dinner). Show students the work sheet and tell them to color a pair of hands if they wash their hands before breakfast, lunch, or dinner. Suggest that they post their charts at home near their bathroom or kitchen sink.	Work Sheet: "Coloring Hands," page F-63

Evaluation Suggestions

1. Ask the students to name the four steps involved in washing their hands.
2. Ask the students to demonstrate proper hand washing.
3. Have the students tell a teacher or an assistant whether their (students') hands are clean or dirty.
4. Ask the students why we wash our hands before eating. (to keep germs from getting on our food)
5. Have the class complete the "Clean Hands" work sheet, on page F-62, by circling what is needed for clean hands.

Food Service Involvement

1. Arrange for students to visit the agency or school cafeteria, or invite the food service manager to visit the classroom to discuss the need for washing hands before handling or eating food.
2. Ask the food service manager to describe how food service employees wash their hands before preparing the lunch.
3. Ask the food service manager to display a "Clean Hands" bulletin board in the agency's or school's eating area.

Notes

Bacteria Garden Experiment

The following materials are needed:

1. Petri dishes and covers (three for this experiment)
2. Sterile toothpicks
3. Food source (medium for bacteria growth)
   a. Carrot slice
   b. Potato slice

When preparing gardens for bacteria, care must be taken to keep everything clean. Wash the food slices thoroughly, and wash and dry the dishes and covers. Place the slices of food in the bottom of the petri dishes and cover the dishes. Mark each petri dish with tape and magic marker: "1," "2," and "3."

Put three covered petri dishes in a 250°—300° F (121°—149° C) oven for one hour. This process should kill all unwanted bacteria. Place several toothpicks in a pan and put it in the oven.

When the petri dishes have cooled, place them on the table. ***Do not raise the covers*** until you are ready to plant the bacteria.

Petri dish 1:

Secure bacteria from one of the sources listed below. Touch a sterile toothpick to the selected source then quickly raise the cover of the petri dish and rub the end of the toothpick over the food. Replace the cover as quickly as possible to prevent unwanted molds or germs from entering the "garden." Place the petri dish in a warm, dark place for several days, and watch the garden develop. ***Do not lift the cover.*** Check daily!

Some suggested sources of bacteria are:

Coughing
Decaying fruit
Decaying tooth
Dirt under fingernails
Garbage can

Hair
Inside mouth
Money
Rug
Sneezing

Petri dish 2:

Prepare petri dish 2 exactly as 1, but do not put in the bacteria. Place it beside dish 1.

Petri dish 3:

Prepare petri dish 3 exactly as 1, but place the dish in the cold refrigerator.

Use the chart below to note the progress of the experiment.

Date	Petri dish 1	Petri dish 2	Petri dish 3

Variations in this experiment can include the following:

1. Use different foods.
2. Place dish 3 in a hot area.
3. Place dish 3 in direct sunlight.
4. Bake dish 3 without covering it and let moisture out, place it with dishes 1 and 2.

Lesson 8. Preparing Food for Eating

An information acquisition lesson designed to help students identify one way of preparing food for eating

Objective

After completing this lesson, students should be able to demonstrate cleaning a vegetable and specify that cleaning a raw vegetable is one way of preparing food for eating.

Key Facts

Vegetables should be washed before being eaten because they come in contact with dirt which may contain germs that might make people sick. Also, vegetables taste better when dirt is removed.

Because we do not eat all parts of a vegetable, vegetables need to be prepared to make the edible parts available: cutting, peeling, slicing, removing seeds, and removing stems.

Activities: The Need for Cleaning Food

Procedures	*Materials needed*
1. Inform students that they will learn about cleaning vegetables. Explain to the class that most vegetables grow in, on, or near the dirt. Because dirt does not taste good, it must be removed before food is eaten. Dirt on vegetables may have germs that could make people ill.	
2. Hold up a bunch of celery and identify it. Show students the dirt in the celery. Then demonstrate cleaning celery by washing it in a plastic tub, scrubbing it with a vegetable brush, dipping it in a second tub of water, and drying it with a paper towel. Have the students do the same and observe the dirt in the first tub.	Bunch of celery Two plastic tubs of water Vegetable brush Paper towel

Activities: Preparing Vegetables

Procedures	*Materials needed*
1. Show the class a variety of raw vegetables; e.g., carrots, zucchini, green pepper, kale, cherry tomatoes. Ask students to identify the name of the vegetable and the part of the vegetable that is eaten. Have them identify the steps required to prepare the vegetables for eating; e.g., wash, cut, remove stems or leaves, remove seeds. *Note:* Stems and leaves often are eaten. Remind the class that after vegetables have been washed, they may be eaten raw or cooked.	Variety of vegetables; e.g., carrots, zucchini, green pepper, kale, cherry tomatoes
2. Show students how to prepare each vegetable. Explain that they will each have a chance to prepare one.	
3. Organize the class into small groups, and give each child a vegetable to wash or cut. (Supervise those students using cutting equipment.) Use the vegetables as a snack.	Basin with water Vegetable brush Vegetable knife Plates or bowls for cleaned vegetables

Activities: Vegetable Funny Face

Procedures	*Materials needed*
Note: Advance preparation is needed for this activity. Students, teachers, or parent assistants need to wash and cut vegetables for the funny face.	Finished vegetable funny face (directions below)
1. Show students examples of vegetable funny faces, and tell them they will prepare and eat a funny face.	Vegetables for funny face; e.g., carrot, radish, celery, sunflower seeds, or other appropriate vegetables (See illustration.)
2. Wash hands; then demonstrate the steps of washing and preparing each vegetable. Demonstrate constructing a funny face. Have the students wash their hands and, with supervision, clean and prepare the vegetables.	Crackers Peanut butter or cream cheese Vegetable grater
3. Have the class members construct their own vegetable funny faces. (Avoid requiring students to follow a set pattern exactly. Allow them individual artistic expression.) After everyone has completed a vegetable funny face, place the finished ones on a plate or paper towel, and place the student's name, written on a small card or label, near each child's vegetable face. After everyone has seen all the faces, have the children eat their snacks.	Knives to cut vegetables and spread with Paper towels or plates for finished faces

Evaluation Suggestions

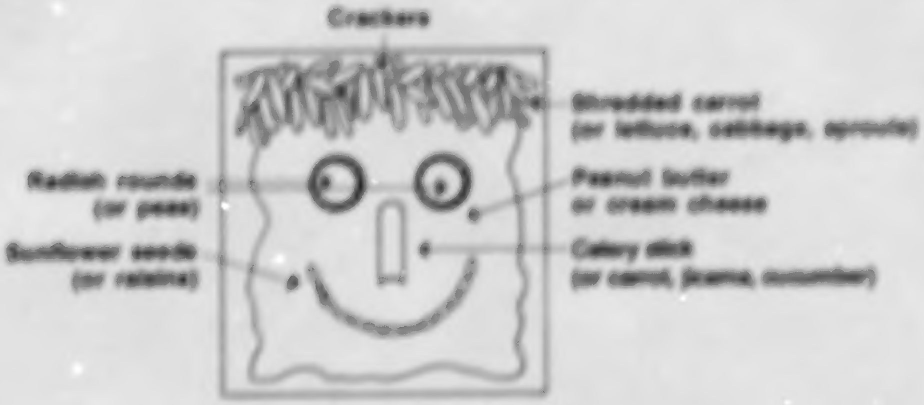
1. As students wash and prepare vegetables, observe their activity for thoroughness. Ask students why they selected the steps they did in preparing food for eating.
2. Have older students draw pictures of a vegetable they have washed and prepared. Ask them to tell how they prepared the vegetable to eat.

Food Service Involvement

1. Arrange for the class to visit the agency's or school's kitchen to observe food service employees as they prepare fresh vegetables. Ask the food service employees to explain the reasons for each preparation step.
2. Work with the food service manager to obtain the foods necessary for the activities.

Notes

Sample Face:



Lesson 9. Discussing Various Ways Food Is Prepared

An open-ended discussion lesson through which students have an opportunity to share ideas, opinions, and feelings about various ways food is prepared

Procedures	Materials needed
Preparation	
1. Inform the class members that the purpose of this activity is to give them a chance to express how they feel about the handling or preparation of food.	
2. Explain to the students that you will be asking them several questions about how they feel about something and that you would like for them to show their feelings by responding in one of the following ways (*demonstrate each response*; if necessary, alter the type of response to fit the group):	
a. Instruct the students to raise their hands when they like or agree with something.	
b. When the students *really* like or *strongly* agree, they should raise one hand, wave it around, and yell, "Yea!"	
c. Inform the students to put their thumbs down if they dislike or disagree with something.	
d. If the students *really* dislike or *strongly* disagree, they should put their thumbs down and shake their hands up and down.	
e. Explain to the students that they may simply sit with their arms folded if they do not either like or dislike something (really do not care one way or the other).	
Have students practice each of the ways of voting.	Values Voting Questions, page 35. (Prior to the lesson, choose four to six questions from the Values Voting list. The selected questions should be those you feel will most likely result in strong and diverse feelings being expressed by your student group.)
3. Proceed to ask each of the previously chosen Values Voting Questions and allow the students to respond.	
4. While the students are responding to each question, observe which one results in the class's exhibiting the strongest and most divergent feelings. (You will use that question to formulate your discussion question.)	
Discussion Sequence	
1. Determine the discussion question:	
a. Take the *one* Values Voting Question which received the strongest and most diverse reaction from the class.	
b. Drop the words "How many of you like . . . ?" from the question.	
c. Insert the phrase "How do you feel about . . . and why do you feel that way?" (For example: "How many of you like TV dinners?" becomes "How do you feel about TV dinners, and why do you feel that way?")	
2. Explain to the students that they were able to use their hands to show how they *felt*, and in a minute they will be given the chance to *say* how they feel about (state the discussion question).	
3. Present the discussion rules outlined in Chapter One, page 4.	
4. Present the discussion question: "How do you feel about . . . ?" and "Tell us why you feel that way."	

Values Voting Questions

1. How many of you like growing your own vegetables in your own garden?
2. How many of you like washing your hands before eating?
3. How many of you like washing fruits and vegetables before eating them?
4. How many of you like cooking or preparing your own food?
5. How many of you like cold cereal for breakfast?
6. How many of you like homemade bread?
7. How many of you like hard-cooked eggs?
8. How many of you like food that has been fried?
9. How many of you like raw vegetables?
10. How many of you like food that has been barbecued?
11. How many of you like food that has been fixed in a microwave oven?
12. How many of you like TV dinners?
13. How many of you like dried fruit?
14. How many of you like bologna?
15. How many of you like fruit that has been kept in the refrigerator?
16. How many of you like canned tuna?
17. How many of you like canned fruit?

Lesson 10. Identifying Food Storage Methods

An information acquisition lesson designed to help students identify one way to store food that helps to keep it fresh and clean

Objective

After completing this lesson, students should be able to identify one way to keep food fresh and clean.

Key Facts

Foods can be kept fresh and clean longer by proper storage, including refrigeration, and covering food adequately. Some reasons for proper storage include:

1. Keeping unwanted bacteria out
2. Reducing chances of spoilage
3. Retaining nutrient level of food; e.g., vitamin C, which is lost through heat and air

Activities: Food Storage

Procedures	Materials needed
1. Inform students that they will be learning to keep foods fresh and clean.	
2. Show students the fresh fruit and ask them to describe its characteristics (color, shape, smell, firmness). Also, show a carton of milk. Pour some into a glass or bowl, and set it aside on a table or counter where it will not be spilled. Return the remaining milk to the refrigerator. In front of the class, cut the fruit in half. Cover one half with plastic wrap, and have it placed in the school refrigerator. Leave the other half uncovered, and set it aside with the glass of milk. Have the students observe the food for three to five days. Ask them to describe the changes. On the last day, show them the foods that have been refrigerated. Ask them to make comparisons. Ask them what two factors contributed to the refrigerated foods being fresher than those left out. (cold and covered)	Fresh fruit Milk Glass or bowl Knife Plate Plastic wrap Refrigerator
3. Have the older students draw and color a picture of foods being properly and improperly stored.	Paper Coloring materials
4. As a group activity, review the "Fresh and Clean Foods" work sheet. Ask students to point out which pictures show a good way to store food and which pictures show a poor way to keep food fresh and clean. (This work sheet may be used as an evaluation activity for an older group of students.)	Work Sheet: "Fresh and Clean Foods," page F-64
5. Have older students color the work sheet "The Refrigerator." As they color, talk about the foods put in the refrigerator to be kept fresh.	Work Sheet: "The Refrigerator," page F-65

Activities: Fresh Orange Juicicles

Procedures	Materials needed
1. Review refrigeration as a way of keeping food fresh. Explain that freezing is another way to keep fresh foods for an even longer period of time.	
2. Have students prepare Orange Juicicles. Go over the Orange Juicicles direction sheet.	Direction Sheet: "Orange Juicicles," page F-66
Have students wash oranges, cut them in half, squeeze the juice, and pour it into four-ounce cups. Have students smell and taste the extra orange juice. Make lids with construction paper or foil. Place a hole in the center of the lid. Cover the cups and insert a plastic straw or ice cream bar stick. Freeze the juice cups approximately three hours until the juice is solid. After the Orange Juicicles have frozen, have a tasting party.	Oranges Knife Juicers Four-ounce cups Construction paper Plastic straws or ice cream bar sticks Freezer

Evaluation Suggestions

1. Following the experiment with fruit and milk storage, ask the students which two ways helped make the foods stay fresh. Students should respond that the foods were refrigerated and covered.
2. Ask students where to keep a variety of foods; e.g., cheese, fruit, milk, and vegetables.
3. Ask the older students to complete the "Fresh and Clean Foods" work sheet, page F-64, by circling the proper storage methods.

Food Service Involvement

1. Ask the food service manager to provide access to the agency's or school's refrigerator and freezer.
2. Ask the food service manager to tell students where food is stored at the agency or school.
3. Work with the food service manager to obtain foods necessary for the activities.

Notes

TOPIC: FACTORS INFLUENCING FOOD CHOICES

Lesson 11. Identifying Enjoyable Mealtime Practices

An information acquisition lesson designed to help students identify one practice that makes mealtime enjoyable

Objective

After completing this lesson, students should be able to identify one practice that makes mealtime enjoyable.

Key Facts

Appropriate table manners include:

1. Washing hands before eating
2. Talking quietly at the table
3. Eating food neatly
4. Chewing food with mouth closed
5. Saying please and thank you
6. Pouring liquids and passing food carefully

Activities: Table Manners

Procedures	*Materials needed*
1. Inform the students that they will be hearing a story called "The Square That Liked to Be Messy." 2. Read the story and show the illustrations. (*Note:* Color the story illustrations, place pages between two sheets of tagboard, and bind with yarn or paper fasteners.) As a variation, tell the story as a flannel board story. 3. Ask students the following questions about the story: a. Who was messy? (the square) b. What made the square messy? (not washing its hands, jumping around and bumping its neighbors at the table, never saying please and thank you, and never closing its mouth when it chewed its food) c. Did the square wash its hands? (no) d. How did the square act at the table? (bumping neighbors, yelling, and grabbing food) e. How did it chew? (with its mouth open) f. How did the others feel about the square? (unhappy) g. What made the square sad? (having to sit alone because it did not know how to behave at the table) h. What did the square do that made everyone happy? (washing its hands, sitting quietly, pouring milk and serving food carefully, chewing with its mouth closed, and saying please and thank you) 4. Have students demonstrate the good manners the square learned: • Pretend to wash your hands. • Pretend to be at the table talking quietly to friends. • Show how to pass food. • Show how to ask for food. • Show how to chew food.	Story: "The Square That Liked to Be Messy," pages F-67—F-74 Coloring materials Tagboard Hole punch Yarn, paper fasteners

Activities: Table Manners—Continued

Procedures	Materials needed
5. If students are older or still attentive, ask them to name a good table manner. Ask why these table manners make mealtime more enjoyable.	
6. As a reinforcement strategy, have the class make stick puppets of the square that liked to be messy and perform their own version of the story.	
a. Have □, ○, △ shapes precut. b. Have the class color or draw on the shapes to make the three characters (or any one of them). c. Have students then paste or staple the shapes onto the end of tongue depressors or ice cream bar sticks and let them dry.	Paper Scissors Coloring materials Tongue depressors or ice cream bar sticks Paste or stapler

Activities: Practicing Manners

Procedures	Materials needed
1. At snack time, have students practice good table manners and reinforce this behavior: I like the way (child's name) said please and washed his or her hands. I see (name) chewing with his or her mouth closed. (Name) is talking quietly. (Name) is being a neat eater. (Name) pours his or her juice carefully.	
2. Introduce the "Table Song" and the appropriate hand movements that accompany each verse. Encourage the students to name each practice described in the song. (Repeat the song at another time for reinforcement and designate one student to act out each verse.)	"Table Song," page 40
3. Have the students sit in a circle. Read the "Simon Says . . ." sentences as students act out what Simon says. Have a student lead the group once the format has been practiced. Simon says pour your water (juice, milk) slowly. Grab the serving plate. Simon says please pass the food. Simon says serve your food carefully. Scream at your friends at the table. Simon says chew your food with your mouth closed. Chew your food with your mouth open. Simon says put your cup in front of your plate. Wiggle in your chair. Put your cup at the edge of your table. Simon says put on a "Happy Face." Wipe your mouth with your hand. Simon says wipe your mouth with your napkin. Stamp your feet under the table. Simon says clean up your eating area. Simon says leave the table quietly and push your chair under the table.	
4. Show the students a dirty and disorganized table and one that is clean and neatly set. (Use pictures or actual tables.) Ask the students	"Table Pictures," page F-75 or Table Dishes Silverware Napkin Milk carton (or glass) Placemat

Activities: Practicing Manners—Continued

Procedures	Materials needed
to identify the similarities and differences between the two tables. Which table would make their mealtime more enjoyable? Lead students to identify the various parts of the place setting: fork, spoon, napkin, cup, placemat, plate. These should be clean and in their correct places. *Note:* The procedures in items three and four may be appropriate for older students.	

Evaluation Suggestions

1. Have the students tell what good table manners the Square learned. (washing its hands before eating, talking quietly at the table, eating food neatly, pouring juice and passing food carefully)
2. Observe the students' behavior during snacktime for their use of table manners.
3. At snacktime ask the students to tell which good manners they are using.

Food Service Involvement

Arrange for the food service manager to observe students' eating behavior in the agency's or school's eating area and to reward students with praise, cutout badges, or stickers for using good table manners.

Notes

Table Song

(Tune: The Mulberry Bush)

(1) This is the way we wash our hands;
Wash our hands;
Wash our hands;
This is the way we wash our hands,
Before we sit at the table.

(2) This is the way we sit at the table;
Sit at the table;
Sit at the table;
This is the way we sit at the table,
Before we eat our food.

(3) This is the way we serve our food;
Serve our food;
Serve our food;
This is the way we serve our food,
So carefully on our plate.

(4) This is the way we pour our milk;
Pour our milk;
Pour our milk;
This is the way we pour our milk,
To half a glass full.

(5) This is the way we chew our food;
Chew our food;
Chew our food;
This is the way we chew our food,
To keep it in our mouth.

(6) This is the way we use our napkin;
Use our napkin;
Use our napkin;
This is the way we use our napkin,
To keep us neat and clean.

(7) This is the way we sponge the table;
Sponge the table;
Sponge the table;
This is the way we sponge the table,
To clean it off for play.

The following movements accompany each verse:

(1) Rub hands around.
(2) Sit still and straight.
(3) Pretend to be spooning out and on to a plate.
(4) Pretend to be pouring into a glass.
(5) Chew slowly with mouth closed.
(6) Pretend to wipe off face and hands.
(7) Pretend to wipe off table in front of you.

Lesson 12. Avoiding Food Waste

An information acquisition lesson designed to help students recognize what they can do to avoid waste when they serve themselves food

Objective

After completing this lesson, the students should be able to recognize that they can avoid food waste by taking a small amount of food at first and taking a little more if they are still hungry.

Key Facts

Food is often wasted when children are served foods they do not recognize or when they serve themselves more than they can eat. Food waste can be reduced by making food easy to eat. Children of this age group like simply prepared and very lightly seasoned foods which they can easily recognize. Bite-size pieces and finger foods are easy for the preschool child to manage. Meat may be cut into small pieces, vegetables into strips or chunks, and fruits into small wedges or sections. Children should be offered a variety of foods and be gradually introduced to each new food.

Food waste can also be reduced if small portions are taken first and more food offered if the child is still hungry. Appropriate portion sizes for preschool children include the following amounts:

Appropriate Serving Sizes for Preschool Children Per Meal

Item	Size of serving, by age group	
	Ages 1-2 (Group I)	Ages 3-4 (Group II)
Meat or Meat Alternate		
A serving of one of the following or a combination to give an equivalent quantity:		
Lean meat, poultry, or fish (edible portion as served)	1 oz (28 g)	1½ oz (43 g)
Cheese	1 oz (28 g)	1½ oz (43 g)
Large egg	1	1
Cooked dried beans or peas	½ cup (120 g)	½ cup (120 g)
Peanut butter	2 Tbsp. (30 g)	3 Tbsp. (45 g)
Vegetable and/or Fruit		
Two or more servings of vegetables or fruit or both to total	½ cup (120 g)	½ cup (120 g)
Bread or Bread Alternate		
Servings of bread and bread alternate	5 per week	8 per week
A serving is: • One slice of whole grain or enriched bread • A biscuit, roll, muffin, and so forth, whole grain or enriched • One-half cup (120 g) of cooked whole grain or enriched rice, macaroni, noodles, other whole grain or enriched pasta products, or other cereal grains, such as bulgur or corn grits • A combination of any of the above		
Milk		
A serving of fluid milk	¾ cup (180 mL) (6 fl oz)	¾ cup (180 mL) (6 fl oz)

Procedures	*Materials needed*
Note: Advance preparation is required for this activity. Make a Big Eyes puppet according to the directions on page 44.	Big Eyes puppet, directions, page 44.
1. Introduce "Big Eyes" as a friend who will be telling a story to the students. Use the following script: "Hi, kids, my name is 'Big Eyes.' Can you guess how I got my name? Yes, my mom calls me Big Eyes because my eyes are large, but there is another reason, too. I had a bad habit. I always liked to have lots of food on my plate at mealtime, but my tummy was never able to hold it all. I would waste lots of food. My mom said that I had big eyes and a little tummy. "I know what! I'll show you how I got my name. I'll show you what I used to do, and your teacher will help me by putting food on my plate.	
"Mmmm, here is a plate. When I was hungry, I would say to myself, 'I think I'll have that big piece of fish, that nice big potato, and a lot of squash. Give me two slices of bread and a lot of milk. I want that whole apple and a banana, too. This sure looks good, yum, yum.'" (Put food models or food pictures on one of the paper plates as Big Eyes mentions the foods. Have Big Eyes pretend to eat some of the food before you continue the story dialogue.) "Oh! I found I just could not eat that much food. There was just too much! I wasted food again. Then my mom would see my plate. "My mom said to me, 'Big Eyes, take only as much food as you can eat. Food costs money, and when you waste your food, you are wasting our money, too. Do not let your eyes be bigger than your tummy. The food looks good and is good for you, but take just as much as your tummy can hold, not how much looks good to your eyes.'	Two paper plates Food models or pictures of the following foods: Large piece of fish, 1 whole potato, ½ squash, 2 slices whole wheat bread, 1 quart of milk, 1 apple, 1 banana
"So, this is what I do now. Your teacher will help me again." (Put food, in smaller sizes, on the second paper plate as Big Eyes mentions the foods.) "I would like a little bit of fish, some of that good vegetable, a half slice of bread, and an apple half. I'll have a small glass of milk. I know I can eat all of this food." (As Big Eyes pretends to eat the food, remove it from the plate to show how much food is left to eat. Continue removing the food until the plate is empty.) "Mmmm, that was good. My tummy feels good, and I did not waste any food. My mom says I can take more if I am still hungry. Now, my mom is happy, and I am happy, too. I am not wasting food anymore."	Small serving of fish, ½ cup vegetable, ½ slice of bread, ½ apple, ½ cup milk
2. To reinforce the story of Big Eyes, ask students the following questions: a. What is the puppet's name? (Big Eyes) b. How did the puppet get its name? (It took too much food.) c. What did Big Eyes's mother say? (Take only as much food as you can eat.)	

Activities: Food Serving Sizes—Continued

Procedures	*Materials needed*
d. How did Big Eyes stop wasting food? (He took less food.) e. How can you not waste food? (Take only as much food as you can eat.) 3. Display the Big Eyes puppet in the students' eating area as a reminder of the Big Eyes story.	

Activities: Serving Self at Snack Time

Procedures	*Materials needed*
1. Prepare a snack that students can serve themselves (e.g., fruit slices, vegetable slices, raisins, cheese cubes, whole wheat crackers, juice, or milk). 2. Have students serve themselves small portions of the snack food and pour appropriate amounts of milk or juice. Reinforce the students for selecting appropriate serving sizes. Allow the students to take a small second serving portion if they remain hungry after finishing their first serving portion.	Snack foods Juice or milk Cups and containers for pouring juice by students

Activities: Food Waste

Procedures	*Materials needed*
Note: This activity is appropriate for an older group of students. 1. Ask the students to define waste. What does it mean to waste food? 2. How many ways can food be wasted? Answers may include: • Leave it on a plate. • Let it spoil. • Buy food because it has a free toy; then not eat the food. 3. Ask students to identify what they or their families can do to help prevent the waste of food.	

Evaluation Suggestion

Observe students serving themselves at meal or snack time and ask, "How much should you take?"

Food Service Involvement

1. Ask the food service manager to show students the appropriate serving sizes for preschool and kindergarten students.
2. Work with the food service manager to obtain the food required for the Big Eyes story and snack time.

Notes

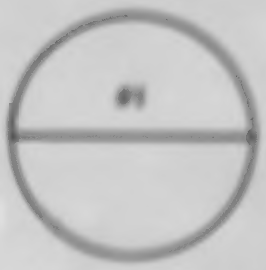
Big Eyes Puppet

Materials:

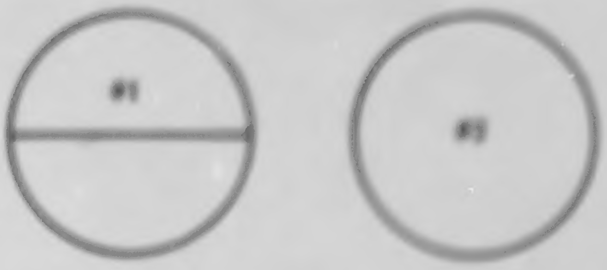
1. Two paper plates (8 in. [20 cm] or 5 in. [12.5 cm])
2. Three-inch (7.5 cm) piece of white construction paper, cut in ovals
3. Felt pen
4. Staples and stapler (or glue)

Procedure:

1. Cut paper plate #1 in half.

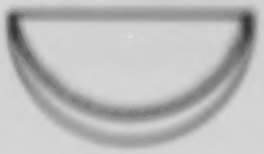


2. Place the top side of the halves from plate #1 on the bottom side of plate #2.

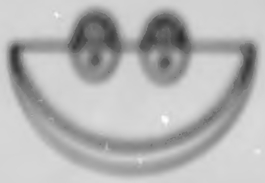


3. Use a stapler to fasten the two plates together around the circumference.

4. Fold plate #2 so that two holding "pockets" are formed.



5. Staple or glue the construction paper ovals to the cut edge of the top half-plate. Bend the ovals so that they will stand up and become big eyes.



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Lesson 13. Deciding How Much Food Is Enough

An open-ended discussion lesson through which students have an opportunity to share ideas, opinions, and feelings about how much food is enough

Procedures

Discussion Sequence

1. Inform the students that the purpose of this lesson is to exchange ideas about how much food is enough.
2. Read the story "Pooh Goes Visiting and Gets into a Tight Place." (It tells of the time that Pooh, knowing that Rabbit always seems to have a good supply of food and, feeling a little hungry [as usual], stops to visit Rabbit. Pooh also knows that Rabbit is very polite and probably will be willing to share his snack. Pooh enjoys his little snack—honey and condensed milk—and eats more and more and more until Rabbit's pantry is empty, and Pooh has become very fat. The entrance to Rabbit's house has remained the same size, but Pooh is now too fat to get out of the rabbit hole. His friends try to pull him through the door, but he becomes firmly stuck in the entrance. Christopher Robin decides that Pooh will have to stay stuck halfway in and halfway out until he loses a little weight and can be pulled through. It is an unhappy Pooh Bear who is finally thin enough to get through the door.
3. Explain to the children that Christopher Robin is wise, and he really does feel sad that Pooh got himself into so much trouble. He would like to be sure that this kind of thing does not happen again. He needs to have a talk with Pooh. If you were Christopher Robin, what would you tell Pooh to do next time?
4. The discussion may be held in small groups or with the entire class, whichever the teacher feels is most appropriate in the particular situation.
5. Present the Discussion Rules outlined in Chapter One, page 8.
6. Present the discussion question:

   You are Christopher Robin. What will you tell Pooh to do next time?
7. Conduct the discussion.
8. Follow-up activities:
   a. Have students draw or paint an incident from the story.
   b. Ask each child to make a statement about his or her picture.
   c. Print this statement some place on the picture.
   d. Post all pictures on a giant bulletin board entitled "Pooh Visits Rabbit."
   e. Make pictures into a book entitled "Thoughts About Pooh's Visit to Rabbit."

Materials needed

Milne, A. A. "Pooh Goes Visiting and Gets into a Tight Place," in *Winnie-the-Pooh.* New York: E. P. Dutton, 1971.

A revised version of this story appears in the following:

Milne, A. A. *Winnie the Pooh Meets Gopher.* New York: Golden Press, 1976.

Lesson 14. Identifying What Makes Plants Grow

An information acquisition lesson designed to help students identify what makes plants grow

Objective

After completing this lesson, students should be able to identify light, water, soil, and air as key elements needed by seeds and plants for growth.

Key Facts

To grow, a plant needs light, water, air, and, most of the time, soil. The growth cycle of a plant consists of seed, sprout, seedling, and mature plant.

Activities: Alfalfa Sprouts

Procedures	Materials needed
Note: Several days are required to complete this activity.	
1. Inform the students that they will be able to see how seeds grow and to taste their own alfalfa sprouts. Show pictures of growing plants and explain that the class will be observing growth. Emphasize that we grow food to eat. Show students some alfalfa seeds. Explain that seeds need air, light, and water to grow. Explain that a form of food (seeds) helps children to grow.	Pictures of growing plants from magazines or seed catalogs Alfalfa seeds
2. Prepare some alfalfa seeds for sprouting. Place a tablespoon of alfalfa seeds in a pint jar and soak them overnight in three to four tablespoons of warm water. (This soaking should be done in a dark place, such as a cupboard.) Pour the water off the next morning and save it to add to fruit juice or soups. (The seeds will have doubled in size and should be rinsed carefully to prevent mold.) Return the seeds to the jar, and cap the jar with cheesecloth held by a rubber band or jar ring. Invert the jar at an angle in a big bowl, and put the jar and bowl in a dark, dry, warm place (cupboard or closet). Begin counting the days of growth by marking a calendar for all the students to see. Ask students to rinse the seeds with cool water and drain them well twice daily for two to four days. After each rinsing and draining, return the inverted jar to the bowl in the cupboard or closet. Have the students observe the growth daily; explain again which elements plants need to grow. Expose the sprouts to light for a few hours to turn the leaves green. When the sprouts have grown to be two to three inches long, have the students prepare "Window Sandwiches" (whole wheat bread, butter, alfalfa sprouts) or "Peanut Butter and Sprout Roll Ups."	Alfalfa seeds Water Pint jar Cheesecloth Rubber band or jar ring Large bowl Calendar Recipe for "Peanut Butter and Sprout Roll Ups," page F-[illegible] Whole wheat bread Peanut butter Alfalfa sprouts Butter

Activities: Plant Growth Cycle

Procedures	Materials needed
1. Display the picture "Plant Growth Cycle" and explain the stages shown to the students. (Note: The chart could be enlarged for a bulletin board.) Show the pictures of a developing plant, "From Sprout to Plant." Ask students to sequence the pictures from sprout to mature plant. Explain what plants need to be able to grow (sun, water, air).	"Plant Growth Cycle," page F-[illegible] "From Sprout to Plant," page F-[illegible]

Procedures	Materials needed
2. Have each student grow a plant in class. Distribute a paper or clear plastic cup (6 oz) (178 mL) to each student. Label it with the student's name, and have the student fill the cup three-fourths full with potting soil. Give each student two seeds and demonstrate how to plant the seeds one-half inch (1.25 cm) deep in the potting soil. Supervise the students as they plant their seeds. Have students lightly water the planted seeds. Explain to them that they will need to water their plants daily and to put the plants outside each day. When the plants have begun to grow, have the students take them home for continued care.	Paper or plastic cups Potting soil Seeds (beans or peas, available at nurseries, grocery stores, variety stores, and so forth)
3. As a variation to growing individual plants, have students grow a miniature garden. Have them plant a variety of seeds in eggshell halves filled with soil and placed in an egg carton. (Or use plastic egg cartons for gardens.) As a second variation, have the students draw a face on an empty eggshell half, fill the shell with soil, and plant grass seed to grow hair on the "egghead."	Eggshell halves or plastic foam cups Egg cartons Soil Assorted seeds, or grass seeds "Egghead" directions, page 49
4. Invite students to listen to "The Seed Growing Story," and have them pretend they are seeds.	

The Seed Growing Story

"Let's pretend that all of you are seeds buried in soil. (Turn off the classroom lights.) You are very small (encourage the students to form a small, tight ball). Soon the sun comes out (turn on the lights) and warms the soil. Someone sprinkled water on all the seeds (walk around patting heads to simulate water drops). Soon it becomes night . . . and day . . . and night . . . and day . . . (flicker the lights slowly). The seeds start to sprout roots to hold them in the ground. They push through the soil and sprout stems and leaves, too, because they had lots of sunshine and water to help them grow (encourage the students to stand tall and stretch). Let's see what kinds of tall, strong plants you seeds have become."

Ask each student to name the plant he or she has become.

5. Introduce the following song and appropriate body movements that accompany each verse. (Use the tune of "Yankee Doodle" for the song.)

(1) Ole' (student's name) likes good things to eat,
(2) And knows how he (she) can grow them. He (she) plows his (her) garden, gets some seeds,
(3) And starts right in to sow them.
(4) (Student's name), (student's name) keep it up
(5) Make your garden flourish
(6) With good carrots, yellow corn,
(7) And other foods that nourish.

The following movements accompany each verse:

(1) Make a motion of eating.
(2) Extend hands and arms from chest to imitate "plowing."
(3) Move arms and hands as if broadcasting seeds.
(4) Make "plowing" actions.
(5) Make "sowing" actions.
(6) Carrots—pretend to pull a carrot from the ground.
Corn—bring hand over brow as if looking at a high stalk of corn.
(7) Fling both arms wide.

Activities: Mural—"Growing a Tree"

Procedures	Materials needed
Note: Advance preparation is required for this activity. Prepare a construction paper tree, as illustrated on page 49. 1. Post the tree drawing close to the art table. Have the students cut leaves from green construction paper and paste them on the tree branches. (Students' names can be printed on the leaves.) 2. Tell the students the tree is a plant. Add to the mural the three things a tree needs to grow—sunshine, soil, and water. Draw a large sun, a hose, rain drops, or a watering can or a bucket on the poster. 3. Take a walk with the students to examine other trees in the neighborhood. Ask the students what elements the trees need to grow.	Colored construction paper Large drawing of a tree trunk and branches Scissors Paste or tape Crayons or marking pens

Activities: Creating a Garden

Procedures	Materials needed
1. Choose an area for planting that is well lit. Cultivate the soil by spading, hoeing, or rototilling the soil. The soil should be fine and smooth, with no big chunks or clods. 2. If desired, fertilize the soil with fertilizer labeled 5-10-5 or 10-10-5. Follow the directions on the package. 3. Approximately two days before actually planting, water the garden area. Decide the layout of the class garden prior to planting. On the planting day, have the class plant the seeds according to the package directions. Adjust the watering, as needed, so that the root zones of the plants are kept moist. Allow the class to water the plants as needed. Check the growth of the plants with the students so that they can see how *their* plants are doing. Thin the plants according to package directions. Talk with the students while working in the garden. Discuss what is needed for the seeds to grow; e.g., water, soil, sunlight, weeding.	Garden area Garden tools Fertilizer Garden seeds (e.g., radish, celery, squash, beans, tomatoes, peas) Garden hose or buckets Shovels Garden equipment
4. As the plants produce leaves, stems, fruits, and vegetables, ask the students to name the fruit or vegetable which appears. Ask them to recall all the steps it took to grow the plants: plant the seeds, water them, pull weeds, and so forth.	
5. Have the students taste the foods they grew by making a salad or soup from the foods grown.	
6. To assist older students in differentiating food plants from weeds, play a weed pulling game. Explain to the class that some plants are grown for food and other plants grow by themselves in places where the food plants are to grow. The plants taking space away from the food plants are called weeds. Tell the students they will be playing a game to help keep the weeds from the garden. Place all the game cards in a small paper bag. Have each student take a turn drawing a card from the bag and pulling the number of weeds depicted on the card. Encourage the students to count the dots on the reverse side of the card if they do not recognize the number. Reinforce counting skills. Repeat the process until all the weeds are pulled. Supervise the children closely so that no garden plants are pulled by mistake. (*Note:* The cards may be reused when food is to be harvested.)	Directions for making "Weed Game Cards," page 50 Colored construction paper (red, blue, yellow, orange, green) Marking pens Paper bag

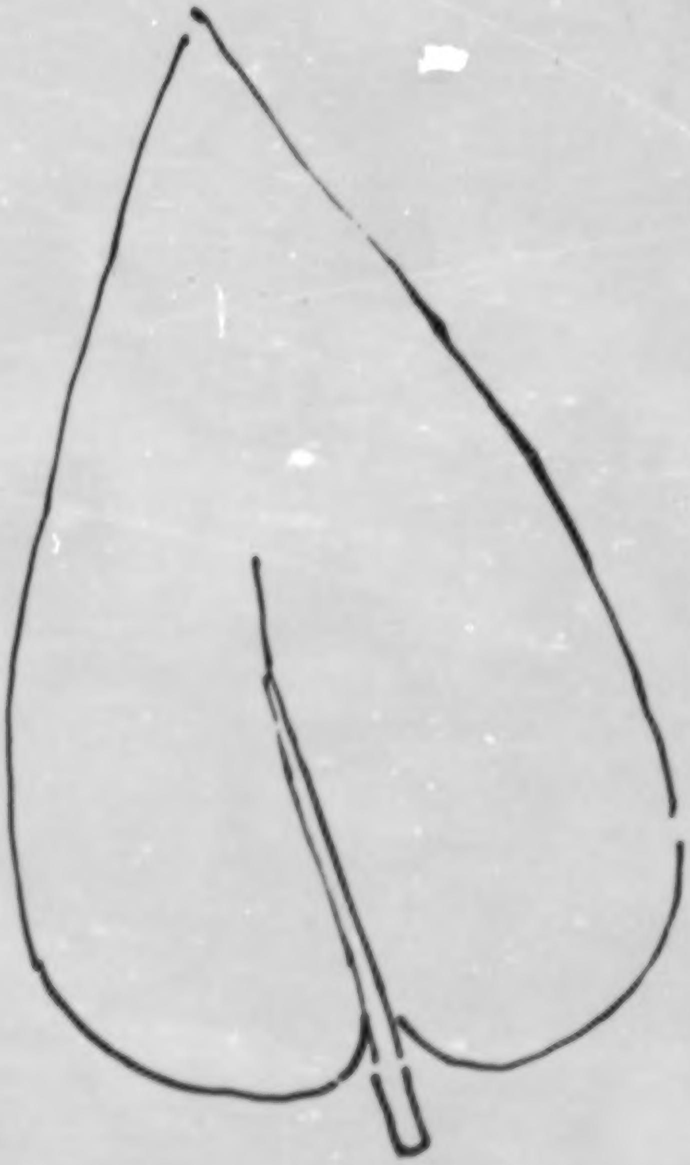
Evaluation Suggestions

1. Ask the students what makes plants grow. (light, water, air, and soil)
2. Have the older students complete the "Plants Need" work sheet on page F-79. Ask them to start with the seed and to follow the dotted line to find all the things the seed needs to grow. As students complete their work sheet, ask, "What do seeds need to grow? What do grown plants and trees need to grow?"
3. Have the older students cut out pictures from the "Plant Growth Sequence" work sheet on page F-80. Have the students paste the pictures in the correct sequence at the bottom of the page or on a separate piece of paper.

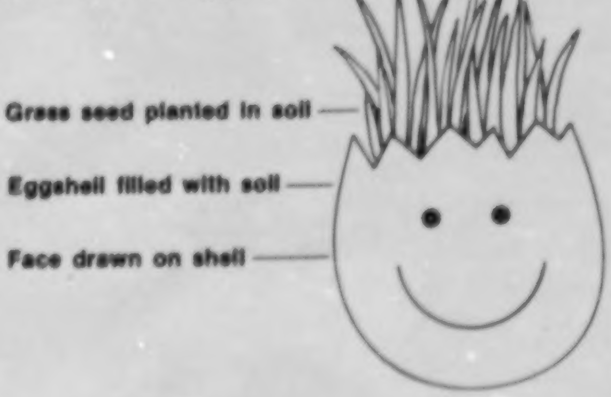
Food Service Involvement

1. Ask the food service manager to prepare a salad or sandwich, using the alfalfa sprouts grown in class.
2. Work with the food service manager to obtain the food supplies needed for the food experiences.

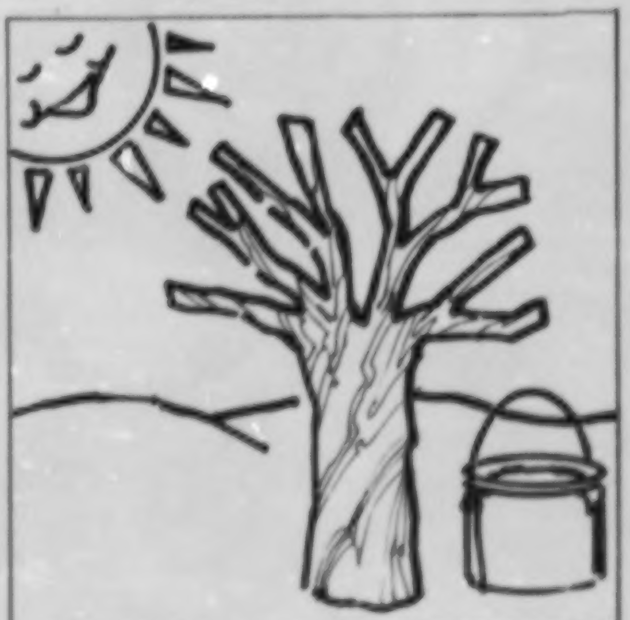
Notes



Directions for "Egghead":



Construction Paper Tree:



Notes

Directions for Making Weed Game Cards

Materials:

Twenty-five 2 in. x 2 in. (5 cm x 5 cm) squares of poster board in an assortment of colors as follows: five of each of the following colors: red, blue, yellow, orange, and green

A thick black felt-tip pen

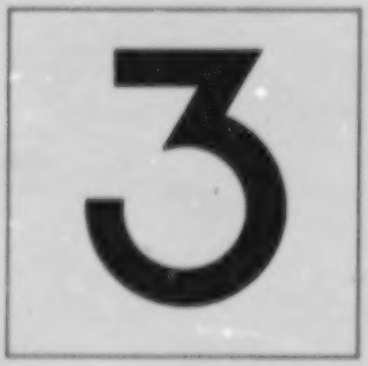
Procedure:

Use the felt-tip pen to number each set of cards as follows:

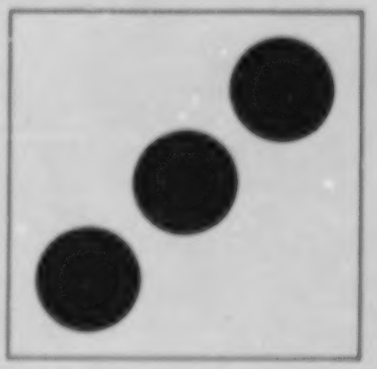
Red = 1s
Blue = 2s
Yellow = 3s
Orange = 4s
Green = 5s

Place a corresponding number of dots on the reverse side.

Example: One side



Reverse side



Lesson 15. Identifying People Who Make Food Available

An information acquisition lesson designed to help students identify the roles played by the farmer, food truck driver, grocer, and family members in making food available

Objective

After completing this lesson, students should be able to identify the roles played by the farmer, food truck driver, grocer, and family members in making food available.

Key Facts

Any member of the family may be responsible for shopping and/or for preparing food in his or her home (mom, dad, babysitter, foster parent, brother, sister, grandparents). Family members buy food at the store, bring it home, prepare it for eating, and serve it.

Farmers grow plants and animals for food. Truck drivers deliver food to the store. Grocers sell food.

Activities: Buying and Preparing Food

Procedures	*Materials needed*
Note: This activity requires several days to complete.	
1. Tell the students that they will be listening to a story that describes how different people get their food. (The story can be made into a booklet by coloring the pictures, constructing tagboard covers, and binding the booklet with yarn or paper fasteners.) Read the story to the students and show them the illustrations. Ask the class the following questions: a. Where do you get food? (store, garden) b. Who buys food for your family? (mother, father, sister, brother, grandparent, and so forth) c. Do you go shopping? d. Who sells the food to your family? (grocer, farmer) e. What do you need to be able to buy food? (money) f. Do you grow some of your own food? g. Who grows food on a farm? (farmer)	Story: "Three Kids and Where They Get Their Food," pages F-81—F-94 Optional materials: Coloring materials Tagboard Hole punch Yarn or paper fasteners
2. Lead a dramatic play in which students act out going to the store, buying food, and bringing the food home. Use the following questions and directions to lead the play: a. Let's go to the store. What shall we buy? (The students' responses will include a list of foods. Students will also act out driving or walking to the store.) b. Where is our food? Let's look around the store.	
c. Ah, here it is. Let's put ______ in the basket and take it to the cash register. d. We need to buy our food. Give the checker the money. e. Now take the food home and put the food in the refrigerator and in the cupboard. f. Are you hungry? Let's pretend it is time to eat. Take out the food. Let's prepare the food and put it on the table. g. Time to eat. Remember your manners. (Students pretend to eat.)	Variety of empty food boxes, bottles, cans, and so forth Play shopping cart, grocery bags, play money Cash register Play area with shelves, table, play refrigerator
3. Set up a play store area for students to act out buying food, taking it home, and storing, preparing, and eating it.	

Activities: Buying and Preparing Food—Continued

Procedures	Materials needed
4. Arrange with a local store to have the students visit and tour it. Pretend with the students to go shopping and look for certain foods (e.g., meat, milk, eggs, fruit, vegetables, crackers, soup, tortillas), or have the students shop for a class snack. As the students leave the store, point out the cash register where they would pay for the food. When the students return to school, ask them what they would do with the food from the store. (Put it in the refrigerator, on shelves, cook it, eat it.)	

Activities: The Farmer

Procedures	Materials needed
Note: This activity requires several days to complete.	
1. Show students a vegetable (or picture of a vegetable). Ask them who grows this. Ask them to identify what other foods are grown by the farmer. Show pictures of farmers. Explain how farmers plant seeds and care for food. Have students act out spading, watering, planting, and harvesting.	Vegetable or picture of a vegetable Pictures of farmers, page F-95
2. Introduce the song "This Is the Way We Spade the Ground," using the tune for "The Mulberry Bush." Have students act out the words to the song as they sing.	
This Is the Way We Spade the Ground 1. This is the way we spade the ground, spade the ground, spade the ground. This is the way we spade the ground to make our garden grow. 2. This is the way we plant the seeds, plant the seeds, plant the seeds. This is the way we plant the seeds, to make our garden grow. 3. This is the way we water the plants, water the plants, water the plants. This is the way we water the plants to make our garden grow. 4. This is the way we harvest our garden, harvest our garden, harvest our garden. This is the way we harvest our garden to give us food to eat.	
3. Explain how some farmers care for animals grown for food (cattle, pigs, lambs, chickens). Show and explain the picture of some animals that produce food. (Cows give milk; chickens give eggs.)	"Farm Animals That Produce Food," page F-96
4. Read and discuss the poem "The Farmer" and/or other stories about farms.	
The Farmer The farmer is a worker, He gets up with the dawn, He plows and sows and garners, To give us peas and corn, Potatoes, beans, and radishes, A cauliflower, too. Without the trusty farmer, Whatever would we do?	

Activities: The Farmer—Continued

Procedures	*Materials needed*
He feeds the pigs and chickens, And milks the cows each day; He cuts the grass upon the field, And turns it into hay; He raises geese and ducklings, And great big turkeys, too. So, "Thank you, Mr. Farmer, We're glad that we have you."	
5. Set up a play area for the students to role play the farmer. Encourage them to dramatize the farmer's role in food availability. Explain that farmers grow our food. They plow the fields and plant the seeds. Sometimes they use a tractor to do this. Sometimes they give the seeds water to grow. The seeds grow into vegetables and fruits. The sun helps the plants grow, too. The farmers pick the fruits and vegetables and put them into boxes for the truck driver. The farmers also feed and care for cows, chickens, lambs, and pigs.	Play area Bucket Empty seed packet Plastic shovel Straw hats Overalls Fruit and vegetable models Play tractor
6. Arrange for the students to visit one of the following kinds of farms or ranches: dairy, egg, pig, lamb, goat, poultry, or vegetable. Or, invite a farmer to visit the class to describe what he or she does, what is enjoyable about the job, and how food grown on the farm gets from the farm to the student's home.	Farm

Activities: The Truck Driver

Procedures	*Materials needed*
1. Show students pictures of food-truck drivers. Explain that these persons pick up the food at the farm or cannery and deliver it to the stores so that when people go to the store, food will be there for them to buy and bring home. The drivers load and unload the boxes of food from the truck. Sometimes, they have to drive the food a long way from the farm to the store. Explain that truck drivers drive different kinds of trucks for different foods: poultry trucks carry chickens; bakery trucks bring bread to the store; refrigerator trucks carry fruits and vegetables and other foods that need to stay cold. Ask students the following questions: a. Do you know a truck driver? b. What does a truck driver do? c. Have you ever seen a truck at the store? What did the truck have in it?	Picture of truck drivers, page F-97
2. Set up a truck driver play area. Have the students pretend to load and unload a pretend truck and drive to the store. (Large blocks may be used to make a truck bed.)	Truck driver's hat Boxes to make pretend truck Large blocks
3. Set up a field trip for students to visit one of the following: truck depot, farmer's market, food delivery by a trucker to a school or nearby store, cannery, or bakery. Or, ask a truck driver to visit the class and describe what it is like to drive a truck and how food is obtained from the farm. If possible, ask the driver to show students where food is carried inside a truck.	Community resources A food-truck driver

Activities: The Grocer

Procedures	*Materials needed*
1. Show the students pictures of grocers. Explain how the grocer receives food from the truck driver and then rinses, displays, packages, and sells it.	Pictures of grocery store workers, page F-98
2. Have students, as a group, role play the grocer. Have them pretend to receive food from the truck driver, rinse vegetables, cut meat, and store milk in a big refrigerator. Have them act out putting food on the shelves, putting prices on the food, checking out customers' groceries, using the cash register, and bagging the groceries.	
3. Set up a play store area. Encourage students to dramatize receiving food from the truck driver, storing the food, stocking food on shelves, selling the food, and putting it in bags. (Some children may wish to be customers.)	Empty food cartons Play cash register, money Grocery cart Grocery bags
4. Arrange for students to visit and tour a grocery store to watch the grocers at work. Point out the various activities the grocers are doing.	

Activities: Food-Related Careers in Review

Procedures	*Materials needed*
1. Tell the students that they will be listening to a story about some people who help get food. Read and show the flannel board story "From the Farm to the Dinner Table," using the flannel board characters.	Flannel board Flannel board story "From the Farm to the Dinner Table," page 56
2. Reinforce learning by teaching the songs "Food from Farm to Table" and "The Food That We Eat." Use the flannel board characters as visual aids while students sing or act out the songs.	"From the Farm to the Dinner Table: Flannel Board Characters," pages F-99—F-104 (Back the characters with felt.)

Food from Farm to Table
(Tune: "The Farmer in the Dell")

1. The farmer milks the cow, the farmer milks the cow, hi, ho, the dairy oh, the farmer milks the cow.
2. The trucker drives the milk, the trucker drives the milk, hi ho, the dairy oh, the trucker drives the milk.
3. The grocer sells the milk, the grocer sells the milk, hi, ho, the dairy oh, the grocer sells the milk.
4. We all buy the milk, we all buy the milk, hi ho, the dairy oh, we all buy the milk.
5. We all drink the milk, we all drink the milk, hi ho, the dairy oh, we all drink the milk.

The Food That We Eat
(Tune: The Mulberry Bush)

1. The farmer grows the plants that we eat,
Plants that we eat,
Plants that we eat.
The farmer grows the plants that we eat
Every single day.

Activities: Food-Related Careers in Review—Continued

Procedures	Materials needed
2. The farmer raises the animals for food, Animals for food, Animals for food. The farmer raises the animals for food Every single day. 3. The truck driver takes the food from the farm, Straight to the store, Straight to the store. The truck driver takes the food from the farm Every single day. 4. The grocer sells us the food that we eat, Food that we eat, Food that we eat. The grocer sells us the food that we eat Every single day. 5. Our parents cook the food that we eat, And we help them cook, Yes, we help them cook. Our parents cook the food that we eat Every single day.	
3. Have older students draw a picture of a person who helps get food. Ask students to identify the person in the picture and what the person is doing. (Write the students' responses on the drawings.) Ask student volunteers to share their pictures with the class. As an optional follow-up activity, have students construct a mural depicting how food is obtained for home use. (Mural scenes could show a farm, a food truck, a grocery store, and a family kitchen.) Display the finished mural in the school's eating area.	Paper Coloring materials Pencils Butcher paper Coloring materials
4. Have older students complete the "From the Farm to the Dinner Table" work sheet. Instruct the students to follow the numbers to bring the food from the farm to the dinner table.	Work Sheet: "From the Farm to the Dinner Table," page F-107 Pencils or crayons

Evaluation Suggestions

1. Ask the students to draw a picture of family members buying or preparing food. Ask the class to name the family members in the picture and to tell what each person is doing.
2. Have the students role-play the jobs of a farmer, food-truck driver, and grocer.
3. Have the older students complete the "Farmer and Food" work sheet on page F-106. Ask the students to circle the food the farmer grows or raises.
4. During the story, discussion, and dramatic play, note the students' responses for understanding the role of the farmer, food-truck driver, grocer, and family members in food availability.

Food Service Involvement

1. Invite the food service manager to visit the class and bring in samples of food. Ask the manager to explain how the food gets to the school.
2. When the truck delivers food, have the students watch. Have the students draw a picture of the truck.
3. Display the student-made mural that shows how food is obtained in the school's eating area.

Notes

From the Farm to the Dinner Table
(Flannel Board Story)

The characters on pages F-[illegible] - F-[illegible] tell how food moves from the farm to the dinner table and explain the jobs of the people involved. (The teacher may wish to elaborate.)

Farmer: Hello, boys and girls! I am Mr. Farmer, and my job is to grow food so you can eat it and grow big and strong. I grow mostly fruits and vegetables. Can you think of some fruits and vegetables I might grow? (Students answer.) After I grow the food, I pick it, clean it, and pack it for the grocery store. The food-truck driver picks up the food and loads it on the truck. Oh! Here's the driver now!

Truck Driver: Hello, boys and girls! I am the food-truck driver. I come by the farm once a week to pick up foods that are ready for the grocery store. I take these foods and put them in the back of my truck, which is like a refrigerator. The refrigerator keeps them cool so they will not wilt or spoil. Let me introduce you to the grocer!

Grocer: How do you do, boys and girls! I am the grocer. I take the food that the truck driver has taken from the farm and place it in the store for you to buy. But, before I put it on the counter, I must prepare and price it. These carrots are 25 cents a bunch. Here comes someone now to buy them.

Mr. Shopper: Hello, Mr. Grocer, your carrots sure look good today!

Grocer: Thank you, Mr. Shopper, they are delicious.

Mr. Shopper: I'll take a bunch, please. They will go well with the chicken, salad, and rolls I'll be having for dinner. My children love carrots.

Grocer: Here you are.

Mr. Shopper: Thank you!

Remove the flannel board pieces; then place the farmer back on the board to ask:

Farmer: Well, boys and girls, can you tell me how the food gets from the farm to the dinner table?

(Have individual students answer as characters are added to the board.)

Answer Key

"Farmer and Food," page F-[illegible]

Circle: milk, corn, wheat, carrot, apple

Lesson 16. Exploring Television Commercials

An information acquisition lesson designed to help students identify one purpose of television commercials

Objective

After completing this lesson, students should be able to identify one purpose of television commercials.

Key Facts

One purpose of television commercials is to get people to buy things. Television food commercials do not include all the kinds of foods people need nutritionally. Usually, foods advertised the most have the least food value. There is a higher profit margin on products such as presweetened cereal; a smaller profit margin exists for many other foods, such as fruits, vegetables, meat, eggs, and milk.

Foods are often advertised for their sensory rewards rather than for their nutritional value. Foods are fun to eat, or they may be sweet or tasty. They contain prizes or free toys, or they make a special sound. However, many good foods are not advertised.

Activities: Advertised Foods

Procedures	*Materials needed*
1. Point out that advertisements are the manufacturer's way of encouraging people to buy foods they may not always need.	
2. Show the students a box of Breakfast Pops. (Note: Remove the Breakfast Pops illustration from the appendix, color, and glue the illustration onto a small box to represent a box of cereal.) Read the following jingle: Try Breakfast Pops. They pop in your mouth. You'll love their sweet taste. Get some today—don't wait. Breakfast Pops go pop, pop, pop! It's the cereal that is tops! Conduct a question and answer time; include the following questions: a. What does the advertisement want you to do? (Buy some Breakfast Pops.) b. What does the advertisement say is the reason you should buy Breakfast Pops? (They pop in your mouth and they taste good.) c. Are you sure they taste good? (No) d. Why don't you know how they taste? (I have not tasted them.) e. Do you see lots of food advertised on TV? (Yes) f. Are you sure they all taste good? (No) g. Do you have enough money to buy all the foods you see on TV? (No) h. How can you decide what to buy? (Family members and teachers can help you decide.)	Breakfast Pops illustration, page F-10 Small box Coloring materials Glue
3. Show students a box of cereal from the store and ask the following questions: a. Have you seen this cereal before? b. Where have you seen it? c. Is there anything free inside this box of cereal? d. Do you like your family members to buy cereals that have toys in the box?	Cereal box that contains "free" gift

Activities: Advertised Foods—Continued

Procedures	*Materials needed*
4. Discuss free toys inside cereal boxes. Emphasize that toys are used to make you want to buy the cereal. Recommend that students buy toys only at the toy store. If students have seen the cereal and toy advertised on TV, ask them if the toy looks like the one advertised (they often do not look the same). 5. Have the students learn and sing the song, "Watch Me and Buy Me," to the tune of "Mary Had a Little Lamb." Introduce each verse slowly and have the students sing. **Watch Me and Buy Me** I. Yucky Tooth has his friends, Has his friends, Has his friends, Yucky Tooth has his friends On your TV set. II. Television says to you, Says to you, Says to you, Television says to you The kinds of foods to buy. III. Candy, gum, and soda pop, Soda pop, Soda pop, Candy, gum, and soda pop Help your teeth get holes. IV. But milk, fruits, and vegetables, Vegetables, Vegetables, Milk, and fruits, and vegetables Keep your bodies healthy.	

Activities: Food Commercials

Procedures	*Materials needed*
Note: This activity is appropriate for an older group of students.	
1. Send a letter home to parents requesting them to help their child count the ads on his or her favorite television show.	Letter to parents, sample on page [illegible]
2. After students have watched their favorite television program and classified the commercials, conduct a discussion with the students by asking the following questions: a. What kinds of foods were advertised? b. Does your body need that food? c. Why is the food advertised? d. Would you buy that food? Why? Why not? e. Did you ever buy that food? f. Was the food good? g. Was there a toy in the package? h. How did it work? i. Why are foods in commercials?	

Activity: Unadvertised Foods

Procedures	Materials needed
Note: This activity is appropriate for an older group of students.	
1. Display an array of food pictures representing milk products, meats or meat alternates, fruits, vegetables, breads, cereals and "extra" foods. Ask students to examine the pictures and to choose those foods least advertised on television. (Unacceptable answers: candy, gum, sugar-coated cereals, soda pop, and other similar foods.)	Food pictures from magazines, the Dairy Council, or those on pages F-109—112
2. Discuss with the students the reasons, such as good nutrition for growth and energy, that some foods "naturally packaged foods" (such as fruits and vegetables and foods come in their own [illegible]). Discuss what is inside banana skins, orange peels, peanut shells, avocados, and unsweetened or low-sugar cereals. Allow students to taste the foods discussed. Emphasize how some foods are packaged in their own packages (e.g., bananas, oranges, peanuts, avocados).	Bananas Oranges Peanuts in shell Avocados Unsweetened or low-sugar cereals

Evaluation Suggestions

1. Ask students to tell one reason for television commercials.
2. Observe students' responses to the discussion questions during the activities.

Food Service Involvement

1. Invite the food service manager to visit class to tell the students how foods are selected for the school lunch program. Ask him or her to emphasize choosing foods for their nutritional value.
2. Work with the food service manager to obtain foods for a student tasting experience.

Notes

Lesson 17. Discussing Truth in Television Commercials

An open-ended discussion lesson through which students have an opportunity to share ideas, opinions, and feelings about television commercials being truthful

Procedures

Discussion Sequence

Note: This lesson is appropriate for older kindergarten students.

1. Inform the students that the purpose of this lesson is to explore feelings about being tricked.
2. Tell the students you will read them a story about Ralph; afterward they will have a chance to talk about their feelings.
3. Read the story "Ralph Is Tricked" and show the illustrations to the students. See pages P-113-P-116.
4. Present the Discussion Rules outlined in Chapter One, page 4.
5. Conduct the discussion.

Materials needed

"Ralph Is Tricked" pictures, pages P-113 – P-116

Ralph Is Tricked

Once there was a boy named Ralph. He was about as old as you are. His mom did not let him watch much television, but he could watch Saturday morning cartoons. They were his favorite. He even liked the commercials. He thought they were fun, too.

One day he saw a commercial for Breakfast Pops. The commercial said that the Breakfast Pops would pop when you chewed them. And even better than that, there was a free wind-up toy in every box!

Ralph asked his mom if he could get that cereal. She said that when she went shopping, she would look for it. Ralph just could not wait for his mom to go shopping again.

Finally, his mom bought the Breakfast Pops. Ralph was very excited! The next morning he had his first bowl of the cereal. Would it pop? No, it didn't! It was just sort of soft and mushy. Well, at least there was a toy in it. But where was the toy? He poured the cereal into all the bowls he could find until he got to the bottom of the package. There was a toy. It was a lot smaller than it looked on television. He wound it up and it flopped on the table. He wound it again and it flopped again. It did not go anywhere. Ralph said to his mom, "I feel tricked. The cereal did not pop and the toy does not work. I think that commercial tricked me."

Ask the students:

How would you feel if you were tricked into buying something by a television commercial?

Minimum Proficiency Levels for Nutrition Education Preschool Through Grade Twelve

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Minimum Proficiency Levels for California's

Topics	Minimum standards of performance in nutrition	
	Preschool age-kindergarten (Ages three–five)	Early childhood (Primary grades, ages six–eight)
A. Food Choices Daily food intake is related to the attainment of optimum health. • Food classifications make it easier to select foods that will help a person achieve a nutritionally adequate diet. • A variety of foods can be combined to help ensure a nutritionally adequate diet that includes the nutrients that are necessary for optimum health.	Students will: Name a variety of foods.	Students will: Classify the foods in the Basic Four Food Groups. Identify the number of servings needed daily from each of the Basic Four Food Groups. Identify the food groups that should be included within the School Lunch Pattern.
• Foods contain the nutrients the human body requires to function properly, and the interrelationships among nutrients are important for promoting health.	Identify one reason why we need food.	Identify two diet-related health problems and the kinds of foods associated with the problems. Identify two sequential steps in the process of digestion.
• Nutritional needs vary for individuals.		Identify one activity which requires less energy (from food) and one activity which requires more energy (from food).
• Food is a component of the ecosystem, and many products can be combined for appropriate menus. • Animal and plant products are substances of the food supply and are components of the ecosystem.	Classify foods as being of plant or animal origin.	Classify foods from plants as fruits, vegetables, or grains. Classify foods from animals as meat, poultry, milk, eggs, or fish.

Nutrition Education Program

education, according to developmental levels of students

Preadolescent (Upper elementary; ages nine–eleven)	Adolescent (Junior high; ages twelve–fifteen)	Young adult (High school; ages sixteen–eighteen)
Students will: Identify one major nutrient provided by each of the Basic Four Food Groups. Plan a nutritionally adequate meal that would ensure a nutritious eating pattern. Specify one reason why the School Lunch Pattern contributes to nutritional health.	Students will: Select menu alternatives to maintain a nutritionally adequate meal. Select a school lunch that meets personal nutrient and caloric needs.	Students will: Distinguish facts from fallacies concerning the nutritional value of foods. Given limited food resources, select a nutritionally adequate diet based on nutrient criteria.
Name the six nutrient groups. Identify at least one function for each of the six major nutrient groups. Recognize the pathway of food during the process of digestion.	Recognize that a calorie is a measure of the energy value of food.	Identify the purpose of the recommended dietary allowances. Identify the physiological processes involved in the digestion, absorption, and metabolism of nutrients.
Cite two reasons for the difference in the amount of food required by individuals.	Identify at least two of the effects food choices have on a person's physical fitness and appearance.	Identify at least two ways that food habits and exercise, environment, work, and leisure activities interact to affect health. Explain how stress influences nutritional needs. Plan a nutritionally adequate diet that will result in a person's achieving or maintaining a desired weight.
Identify foods from plants or animals that are a major source of carbohydrate, protein, or fat.	Specify a combination of two foods from plants that contain complementary proteins. Identify one reason to include whole grains in a diet.	Identify one way a vegetarian can obtain a nutritionally balanced diet.

Topics	Minimum standards of performance in nutrition	
	Preschool age/kindergarten (Ages three–five)	Early childhood (Primary grades, ages six–eight)
B. Factors Influencing Food Choices Life-styles, peers, and individual family resources reflect similarities and differences in food choices. • Eating patterns are formed by interrelationships of physical, social, psychological, environmental, and cultural influences.	Students will: Identify one practice that makes mealtime enjoyable. Identify one influence on food choices.	Students will: Identify two aspects of a school dining environment that may affect behavior. Specify two nutritious snack foods that could be brought to school for class parties. Recognize that families have different ways of selecting and serving food.
C. Food-Related Careers Needs, roles, responsibilities, and educational requirements affect choices in food and health nutrition-related careers. • Food-related occupations exist for society's purposes and contribute to society's ways of living.	Identify the roles of the farmer, truck driver who transports food, storekeeper, and family members in food availability.	Identify two titles of people who process, prepare, or serve food. Identify roles of two health professionals who provide advice on food selection in relationship to dental and general health.

Nutrition Education Program

education, according to developmental levels of students

Preadolescent (Upper elementary, ages nine - eleven)	Adolescent (Junior high, ages twelve - fifteen)	Young adult (High school, ages sixteen - eighteen)
Students will: Identify how home and/or social eating environments influence food selection. Identify two ways aesthetic and sensory qualities influence food choices. Specify one example of a food associated with a different country/community and its nutrient contribution.	Students will: Identify how an emotional feeling influences eating behavior. Identify how different cultural food patterns supply nutritionally adequate diets.	Students will: Identify how social conditions influence eating behavior. Identify one major nutritional problem in other areas of the world and a possible solution to the problem.
Identify the role of the sanitarian, nutritionist, dietitian, and research scientist.	Identify the career possibilities in the following food-related fields: consumer food advocacy, agriculture, and food services.	Identify the educational requirements of two specific careers in nutrition, food technology, consumerism, and food safety. Identify contributions of nutrition knowledge to other disciplines.

Minimum Proficiency Levels for California's

Topics	Minimum standards of performance in nutrition	
	Preschool age/kindergarten (Ages three-five)	Early childhood (Primary grades: ages six-eight)
D. Consumer Competencies **Effective utilization of the existing resources may enhance the potential for satisfying individual and family nutritional needs and wants.** • Merchandising techniques influence food selection. • Consumers, through food choices, affect the production and distribution of food. • Labeling provides consumers information to make satisfying food choices.	Students will: Identify one purpose of television commercials. Recognize what can be done to avoid being wasteful when serving food.	Students will: Identify how advertisements influence selection of breakfast and snack foods. Identify one way of decreasing food waste during lunch at school. Given a food label, recognize the main ingredient in the product.
*E. Food Handling** The quality and safety of foods are influenced by handling, processing and preparing of foods. • Food production is influenced by technology and environmental factors. • Food availability and quality are dependent upon food handling techniques. • Sanitation practices in food processing and preparation are necessary for optimum health. *Note: [illegible]	Identify what makes plants grow. Specify why and how persons should wash their hands before food is handled or eaten. Identify one way of preparing food for eating. Identify one way to store food that helps to keep it fresh and clean.	Identify two sanitation procedures that should be practiced when food is prepared. Identify two ways of cooking food. Identify two foods that must be stored at a cool temperature.

Nutrition Education Program

education according to developmental levels of students

Preadolescent [illegible]	Adolescent (junior high: [illegible])	Young adult (high school: [illegible])
Students will: Specify one way students can improve the environment in the school lunchroom. Specify one way a student can have an influence on the school lunch menu selection. Use unit pricing to get the best buy when purchasing snack foods.	Students will: Specify one way a consumer can influence decisions made in the food industry. Specify one way the student can influence the school food service program. Identify the required and optional information found on food labels. Specify two major factors that affect cost, quality, availability, or variety of food in the marketplace.	Students will: Evaluate nutrition claims made in the merchandising and advertising of food. Use nutritional labels to compare the nutritional value of foods. Identify two criteria for evaluating the validity of nutrition information. Identify two ways the consumer can decrease the food budget without sacrificing the nutritional quality of the diet. Identify responsibilities of local, state, and federal agencies in determining requirements for school food service programs.
Identify two factors which affect the yield and quality of food crops. Identify two ways to prevent food-borne illness. Identify two ways of food preparation which maximize nutrient retention.	Identify two organisms that may cause food-borne illness and two foods that are particularly susceptible to each organism. Identify three ways of cooking food to maximize nutrient retention. Identify three methods of preserving food at home. Recognize one local, one state, and one federal governmental agency responsible for food sanitation and safety enforcement.	Identify one reason for the use of pesticides and one reason against the use of pesticides. Identify reasons for two sanitation precautions that should be followed by food service personnel. Specify one advantage and one disadvantage of food processing.

Classroom Food Experiences

Recipes and food experiences should be selected to help teach children to select and eat nutritious foods. Children can prepare nutritious foods that they enjoy eating, such as fruits, vegetables, whole-grain products, lean meats, poultry and fish, and low-fat or nonfat milk and other dairy products.

Guidelines for Recipe Selection

In cooking experiences, new foods are introduced and familiar foods are prepared in new ways. Often, children are willing to eat foods in class that they may consistently reject at home. All students should be expected to taste the foods prepared and to express their feelings about the foods through class discussion or another evaluation technique. Each child should receive a copy of the recipe prepared in class to share with his or her family. The back of a recipe provides an ideal place to write information about nutrition and the nutrition project. Since parent involvement is an integral part of the project, the establishment of effective lines of communication between the classroom and the home is critical.

Food activities can be integrated into the total curriculum. From classroom food experiences students learn subjects like the social studies, health, science, language, music, art, and math. Children learn about fractions by cutting potatoes into halves, quarters, and eighths; while cooking, they learn new words, concepts, and skills.

Suggestions for Implementing Food Experiences

1. Limit the cooking experience to no more than 15 students by working with half of the class at a time. The other half of the class may be in the media center, the library, or involved in another activity. Some of the tasting experiences and simple cooking activities can be modified to involve the whole class, if necessary.
2. Provide a recipe folder for each child to decorate (art activity) and keep at home for his or her recipes. Suggestions for safe and sanitary food preparation can be included in the folder.
3. Have each child make a placemat to use in school (art activity). Laminate the placemats for durability.
4. Invite the parents to volunteer their help in cooking. The children's enthusiasm can be helpful in bringing their parents into the school.
5. Request the parents to inform the school about any food allergies, intolerances, or avoidances for religious reasons their children may have.
6. Involve the district food service department in the food experiences. Ask the cafeteria manager to work with you in the classroom. Investigate the use of donated foods in the classroom. Utilizing food services can improve your program.
7. Exhibit measuring utensils. If possible pegboard mounted on an easel can be used to display and store measuring cups, spoons, and other safe utensils that hang. Plan a lesson to familiarize the children with measurement and utensils.
8. Store all cooking equipment on a portable cart so that it can be moved from one classroom to another.
9. Prepare a large recipe chart for each food experience. Read the recipe with the students. Point out methods of food preparation (dice, chop, and blend) and cooking (steam, stir-fry, and bake). Add these words to the students' spelling or vocabulary lists.
10. Discuss the relationship of food choices to good health in each cooking experience.
11. Take advantage of all opportunities to clarify new concepts. For example, explain oven temperature in degrees. Relate this to body temperature and weather temperatures and to boiling and freezing points.
12. Maintain a pleasant atmosphere during food tasting experiences. Conversation and etiquette can be used whenever possible. Students are expected to show courtesy and good table manners, such as talking softly and eating only after all of the children at the table have been served. The children at the table serve the food

[illegible]

7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]

Safety and Sanitation

1. [illegible]
2. [illegible] students practice proper hand washing techniques. Four steps to proper hand washing are as follows:
   a. Wet the hands thoroughly
   b. Lather the hands, front and back, with soap
   c. Rinse the hands with clean water
   d. Dry the hands with a clean towel
3. [illegible]
4. [illegible]
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Holiday Foods

This teacher idea sheet has suggestions for snacks to serve during holidays throughout the year.

Valentine's Day

Sweetheart yogurt cups

Use plain yogurt (homemade or store bought) mixed with fresh crushed strawberries.

Heart-shaped finger gelatin

Dissolve one tablespoon (8.5 g) plain gelatin in one cup (237 mL) fruit juice. Pour the mixture into a flat pan, chill, and cut into hearts with a heart-shaped cookie cutter.

Chinese New Year

Serve in a salad or sandwiches bean sprouts that you have grown yourself.

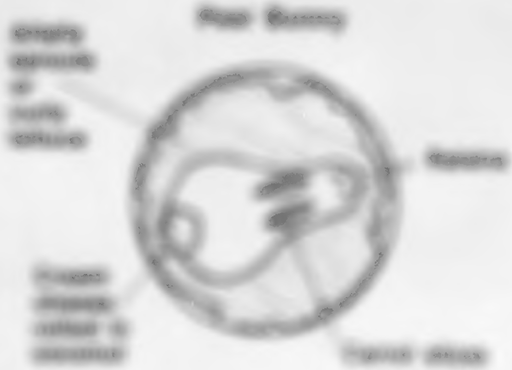
Serve stir-fry vegetables

Stir-fry vegetables in a wok or frying pan.

Add two tablespoons (30 mL) oil and four cups (900 g) of a variety of washed, sliced vegetables, e.g., green pepper, zucchini, bean sprouts, pea pods, or mushrooms.

Spring

Bunny Salads
Provide the students with ingredients and let them create their own bunnies.

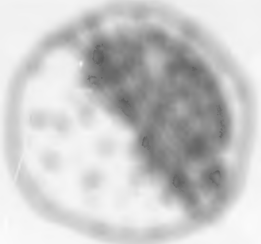

Pear Bunny
Alfalfa sprouts or curly lettuce
Raisins
Cream cheese rolled in coconut
Carrot slices

Eggs in a basket
Put alfalfa sprouts into a bowl. Roll teaspoonfuls of peanut butter or cream cheese into small balls. Place balls on top of sprouts.

Spring flowers
Slice a turnip and cut it into a flower. Slice a carrot into rounds and pierce it with a toothpick.

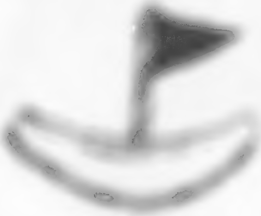
Cinco de Mayo (May Fifth)

Help students prepare quesadillas. Cover one-half of a snack-size flour tortilla with grated cheese. Fold it over and fry both sides in a buttered electric skillet. Cool the quesadilla slightly and serve it.



Summer

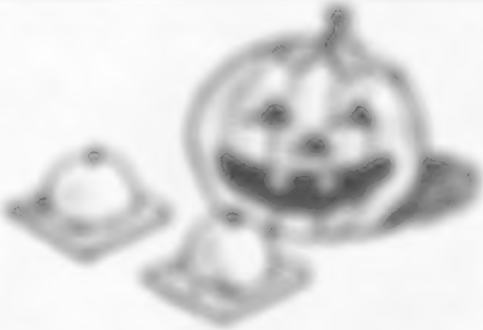
Fruit boats
Use small slices of cantaloupe for the hull of the boat. Decorate it with a paper sail mounted on an ice cream bar stick. For miniboats, stuff prunes with peanut butter and decorate them with paper sails on toothpicks.



Race cars
Fill celery sticks with peanut butter. For wheels use carrot rounds held on with toothpicks.

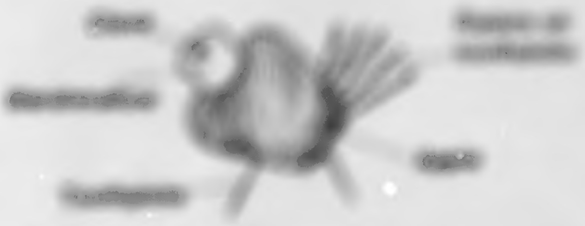
Halloween

Cheese pumpkins
Mix grated cheddar cheese with a dab of mayonnaise to hold the cheese together. Roll the cheese into small balls approximately ¾ inch (2 cm). Top each cheese ball with a raisin for a stem. Set the cheeseball on a whole grain cracker to serve.



Thanksgiving

Apple Turkey
Have each student assemble an apple turkey.

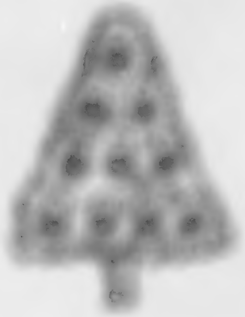


Chanukah

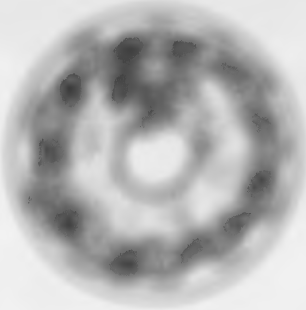
Potato Latkes (Pancakes)
Two cups (464 g) grated, raw potatoes
Two eggs, beaten
One teaspoon (5 g) salt
Two tablespoons (14 g) flour
One-fourth teaspoon (1.5 g) baking powder
Combine and mix ingredients well. Drop by tablespoons onto a hot, greased griddle. Flatten. Fry on both sides. Serve with applesauce.

Winter

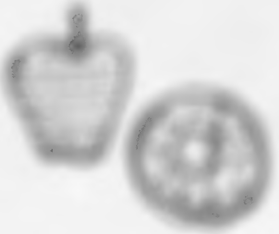
Egg Ornament Tree
Cut a piece of cardboard into the shape of a tree. Cover the cardboard with foil, then parsley. Decorate the tree with deviled eggs which have been decorated with olives and paprika or other foods.



Cheesy Vegetable Wreath
Mix up a favorite cheese ball recipe. Form the mixture into a wreath shape on a large platter. Sprinkle with sesame seeds, sunflower seeds, and/or chopped nuts. Surround the wreath with Christmas-colored vegetables, such as broccoli, cauliflower, thin slices of fresh beets, zucchini, cherry tomatoes, radishes, and so forth. Serve with whole grain crackers.



Apple Wreaths
Spread slices of apple with cream cheese. Decorate them with raisins, nuts, and seeds. (The cream cheese may be dyed green.)



Appendix D

Curriculum Participants

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Dale Wilson	Fremont Unified School District
Karen Wischnack	Fremont Unified School District
Gwendolyn Wong	Oxnard Elementary School District
Ann Wright	Culver City Unified School District
Val Wriston	Rio Linda Union Elementary School District
Kathy Wymore	Rio Linda Union Elementary School District
Shirley Zaugg	Escondido Union Elementary School District
Ethel Zelanko	Downey Unified School District
Joyce Zelenz	Escondido Union Elementary School District
Grace Zuber	Woodland Joint Unified School District

Contact People and Food Service Directors

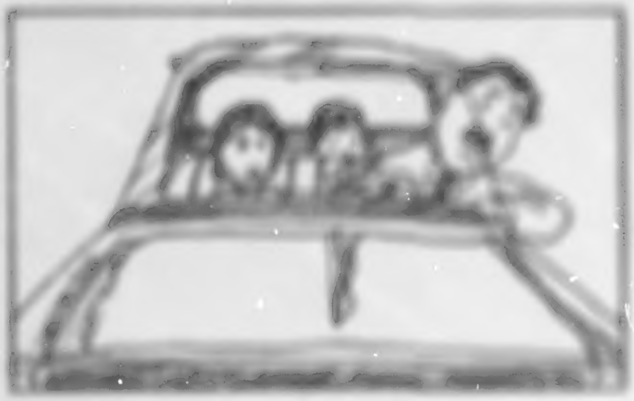
Connie Baker, Food Service Director, Escondido Union Elementary School District
Ann Brown, Teacher, Oxnard Elementary School District
Susan Brooks, Food Service Director, Fremont Unified School District
Alita Buck, Food Service Director, Culver City Unified School District
Keith Burnham, Principal, Del Rey School, Orinda Union School District
John Canal, Food Service Director, Marysville Joint Unified School District
Jamie Covington, Food Service Director, Compton Unified School District
Homer Cummins, Principal, Ella School, Marysville Joint Unified School District
Philip Holmes, Principal, John Gomes School, Fremont Unified School District
Virginia Horan, Principal, Glacier Elementary School, Norwalk-La Mirada Unified School District
Carolyn Jackson, VEA Staff Teacher, Compton Unified School District
Virginia Jones, Food Service Director, Oxnard Elementary School District
Leona Ramos, Food Service Director, Rio Linda Union Elementary School District
Eloise LaForte, Food Service Director, North Sacramento Elementary School District
Robert Maddox, Assistant Superintendent, Woodland Joint Unified School District
Kathy Mason, Assistant Director of Food Services, Norwalk-La Mirada Unified School District
Marcia McVey, Director of Curriculum and Instruction, Norwalk-La Mirada Unified School District
Mary Miranda, Director, University of California, Riverside, Children's Center
Kathy Masters, Director, Butte County Children's World, Inc., Chico
Mary Moulton, Food Service Director, Woodland Joint Unified School District
Wilhelmina Nations, Director of Curriculum Research and Development, Escondido Union Elementary School District
Elizabeth Randolph, Teacher, Daisy Child Development Center, Compton
Erika Rosemark, Director, Pierce College Child Development Center, Los Angeles
A. R. Sloane, Assistant Superintendent of Instruction, Downey Unified School District
Betty Swift, Food Service Director, Downey Unified School District
Barbara Valdez, Coordinator of Curriculum, North Sacramento Elementary School District
Susan Walker, Teacher, Rio Linda Union Elementary School District
Pat Williams, Director, Discovery Child Care Center, Davis
Wayne Wong, Food Service Director, Bakersfield City Elementary School District

Appendix F

Student Materials

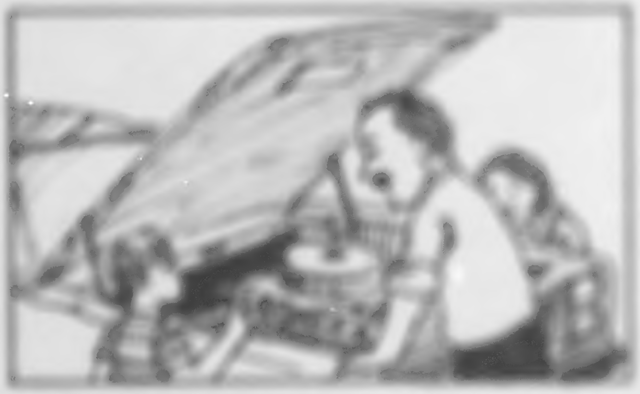
This section contains the work sheets, puzzles, and games that were cited in the text. Pages may be removed from the guide and used as a duplication master, or they may be laminated to tagboard as a game original or poster. Refer to the specific lesson procedures for details on the use of the student materials.

The Body Engine



Jeff and *Cindy Jones*'s father took them to the baseball game last night, and the trip there and back was so long that it made them very tired. Because they were so tired, they woke up late this morning and had to ride to school with their dad. When they were about half way to school, the car just stopped.

Question: Why do you think the car stopped? How many of you have ever been in a car that just stopped running?



Mr. Jones got out of the car and lifted up the hood. Inside was the engine.

Jeff said, "I think that big engine is what makes the car go."

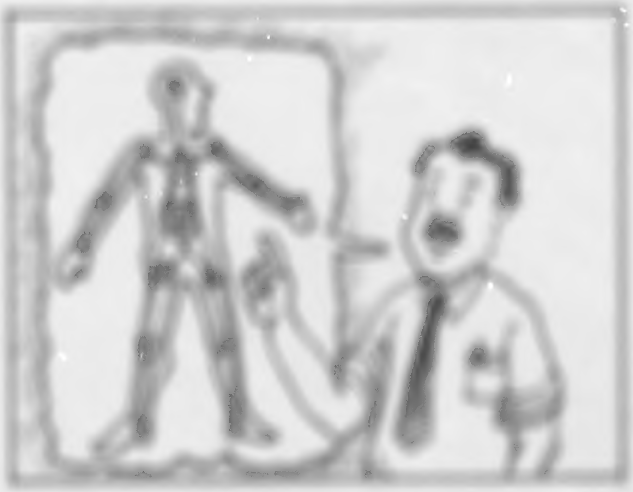
Cindy said, "If it makes the car go, then why aren't we going?"

Jeff said, "I don't know. Dad, why won't it go?"

Mr. Jones explained that an engine is not enough. The engine must be fed before the car can go.

Question: What do you feed a car engine? (Gasoline, Fuel)

Mr. Jones also told Jeff and Cindy that there are many different kinds of engines, but that they all can burn their fuel to make heat and energy. Energy is what makes everything go!



Mr. Jones told Jeff and Cindy that people have engines, too. Their engine is their body, and it has to be fed. He asked Cindy if she knew what the body engine's fuel is.

She thought for a minute and answered, "Food."

Jeff said, "But, Dad, how does the food make me move?"

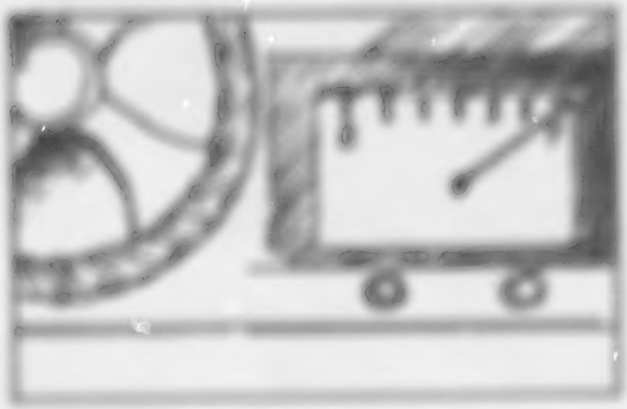
Mr. Jones said, "It burns like the fuel in a car, only much slower and without flames. It may seem hard to believe, but food does burn in your body even though you can't see the flames. Feel your cheek, or blow on your hand. It's warm. The heat comes from inside your body, where the food you eat burns and makes heat."

Jeff thought again and said, "Can I eat just once and have enough fuel for always, Dad?"

Mr. Jones replied, "Well, Son, the problem with the car right now is that the fuel supply is gone because we used all the gas for the trip to the ball game last night. You see, a car can hold only enough fuel for a short time. Your body is the same way. If it does not get enough fuel, it will eventually stop running, so you must supply it with fuel-like food every day."

Jeff was happy because he now understood why he needed to eat every day.

Cindy looked at her watch and said, "Gosh, Dad, we're going to be late for school. Is there any way to get the car started?"



Jeff said, "Look, Dad, there's a gas station right down the street."

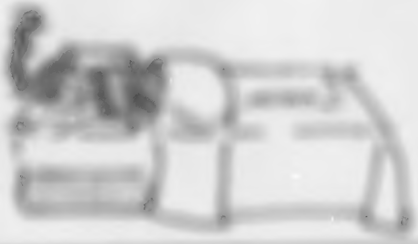
And very soon the Jones's car was filled with fuel.

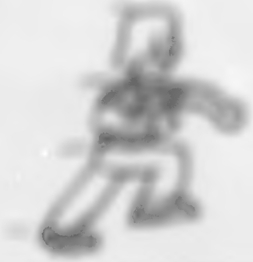
Did you have your fuel for your body engine today?

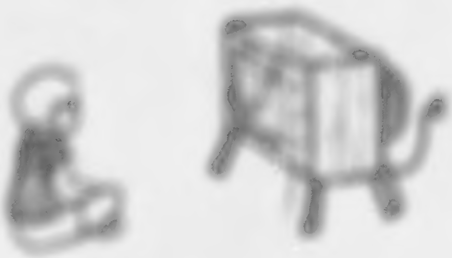
Food Makes ____________________ Go

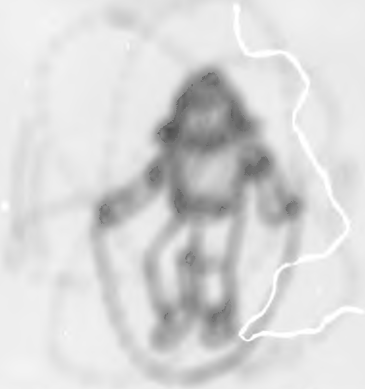
(Student's Name)

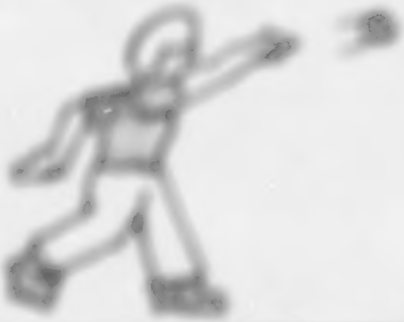
Circle the person who needs more food.

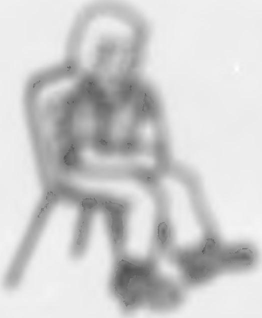


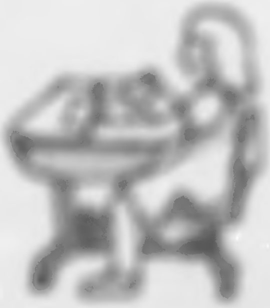


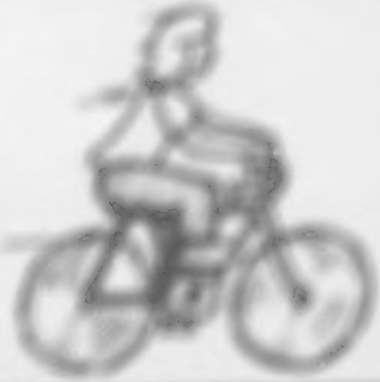






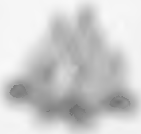






What Makes You Go? ENERGY makes you go.

Energy from wood makes a fire go.



Energy from gasoline makes a car go.

Energy from food makes your body go.

Food makes the energy for
you to run and jump
and to walk and talk.

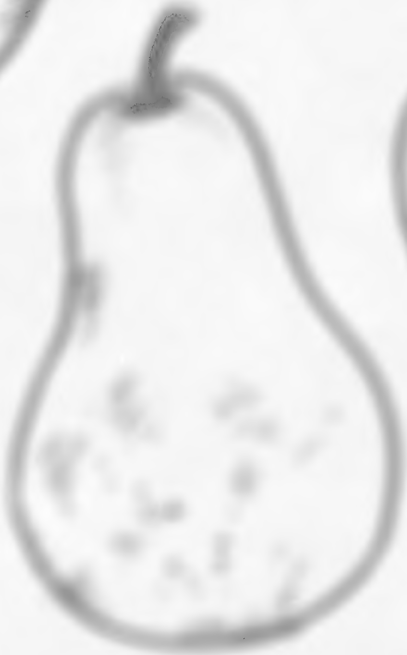
All things that live need energy.

All healthful foods give you energy.

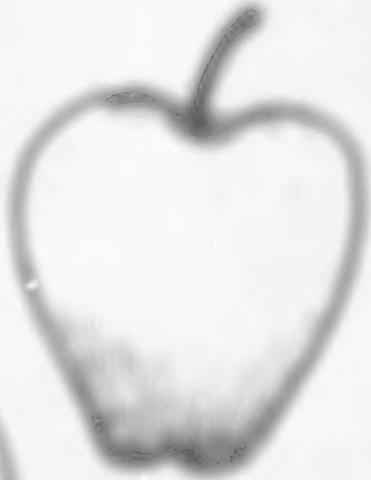
Draw some foods here.

Growth Tree Fruit Patterns

Grapefruit



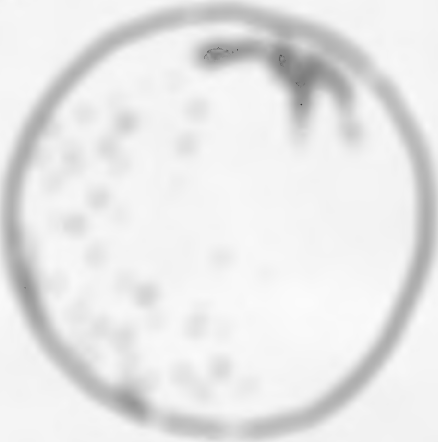
Pear



Apple

Plum

Peach



Orange

Food Makes ______________________ Grow.

(Student's Name)

Fall

I am __________ inches (________ centimeters) tall.

I weigh ______________ pounds (________ kilograms).

Spring

I am __________ inches (________ centimeters) tall.

I weigh ______________ pounds (________ kilograms).

Letter to Parents Requesting Baby Pictures

For teacher to send home

Date ____________________

Dear Parent,

Our class will be learning about the importance of food to our bodies and why it is essential to eat nutritionally adequate meals.

One of our activities will involve the use of baby pictures of the students in the class. Would you please send a baby picture of your child to ____________________. On the back of the picture, please write your child's name. All pictures will be returned at the end of the lesson.

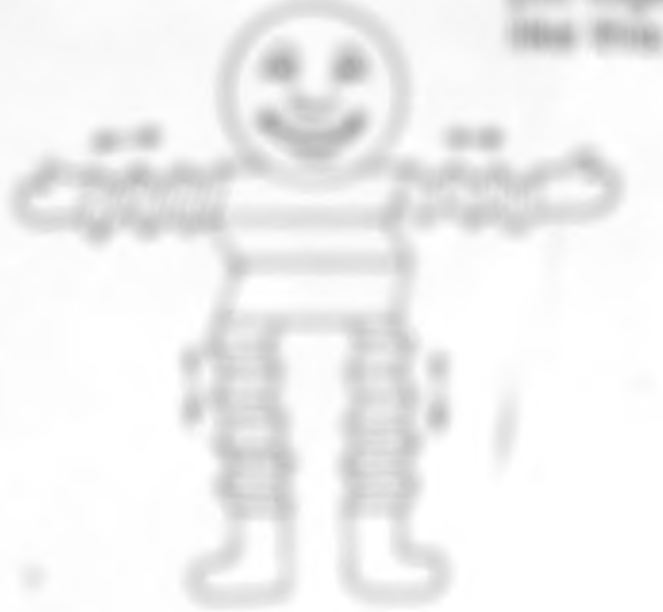
Thank you for your cooperation.

Sincerely,

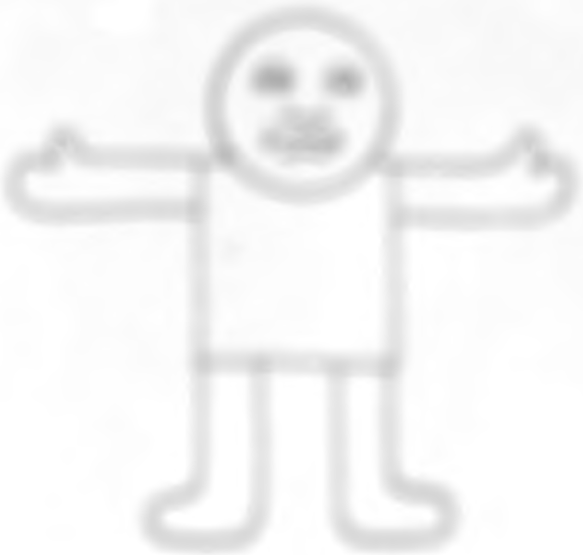
____
Preschool/Kindergarten Teacher

Directions for Accordion Kids

Cut out pieces and
put together
like this.

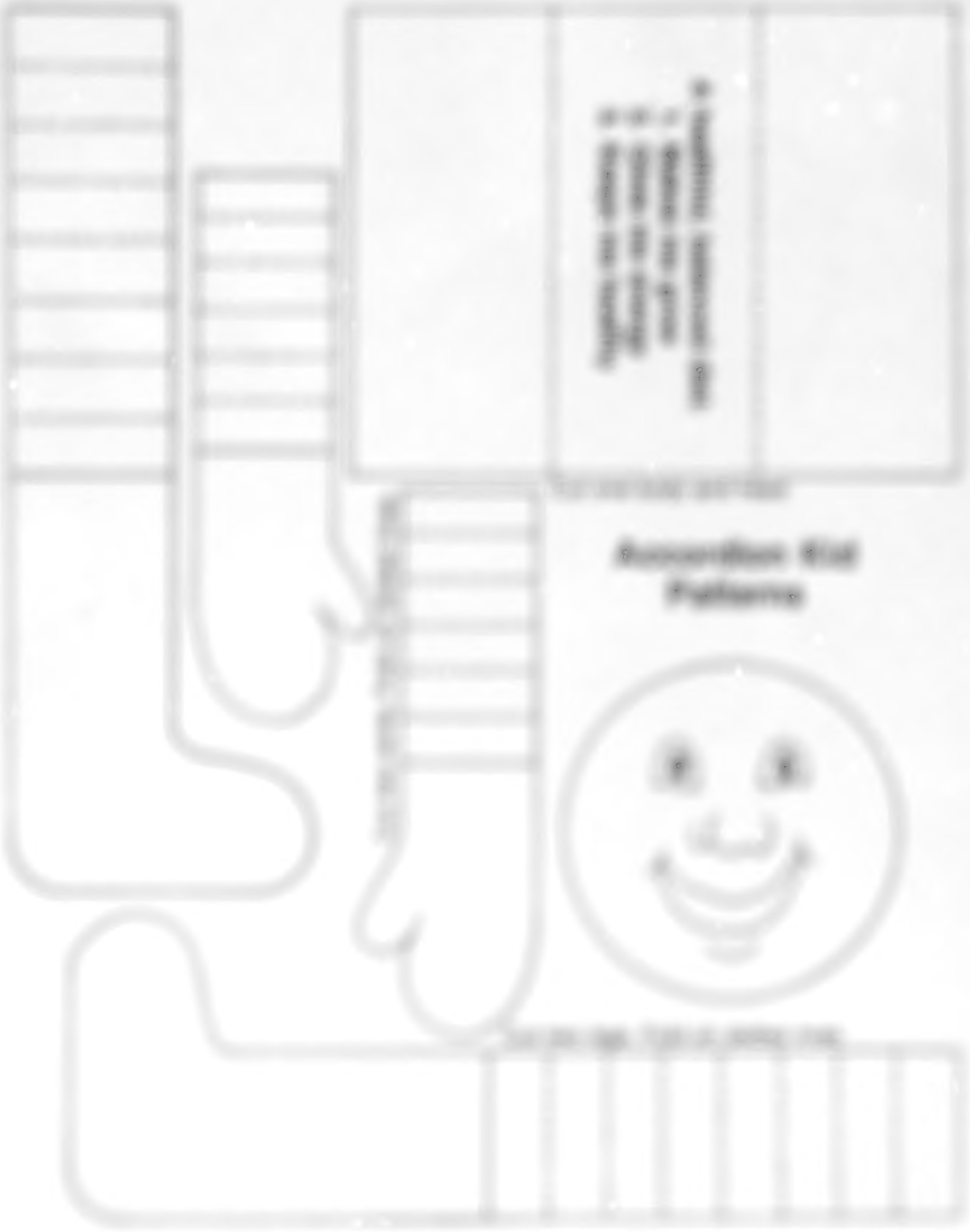


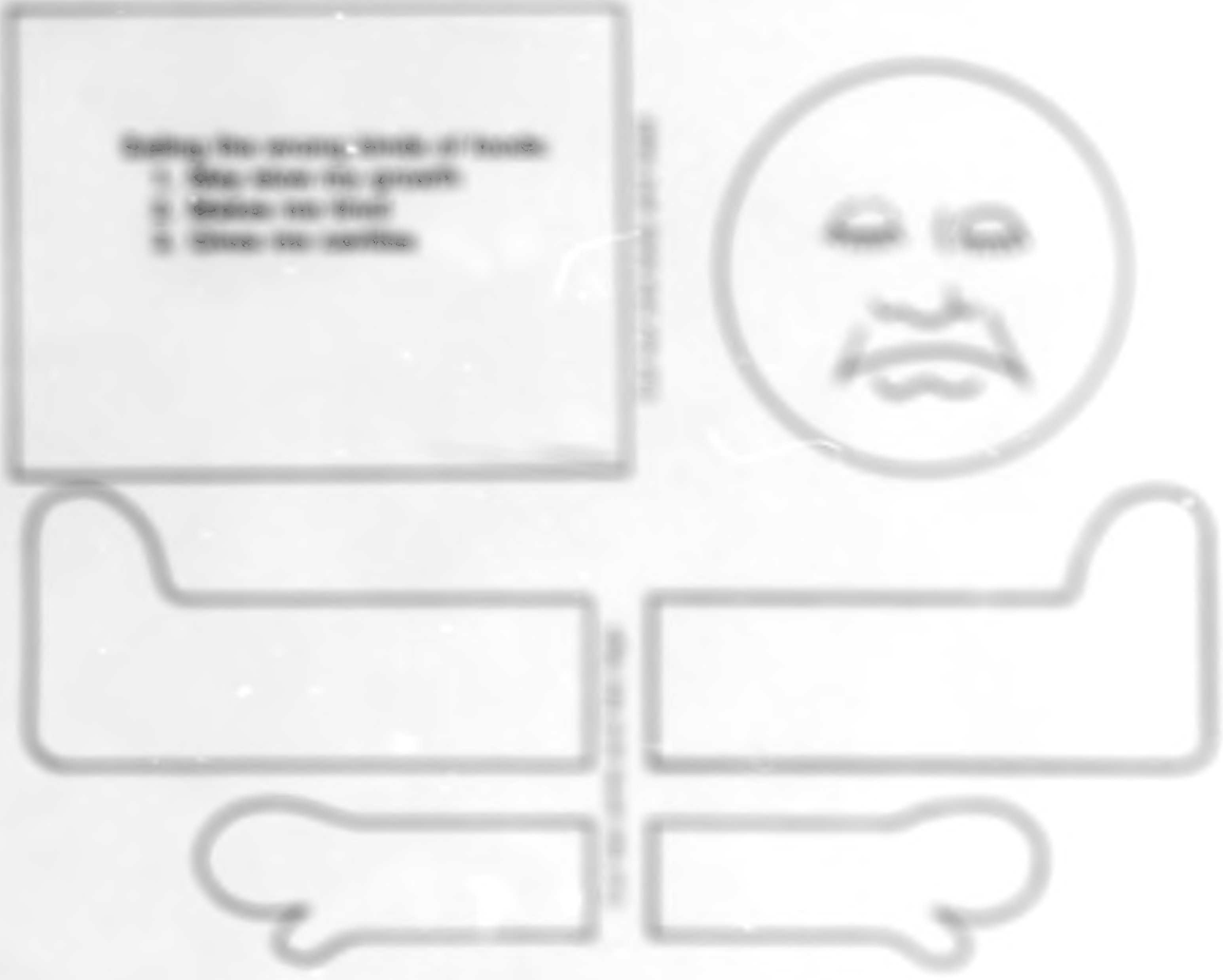
Accordion Kid



Use glue, paste, staples, or paper fasteners to put Accordion Kids together.

Accordion Kid Patterns





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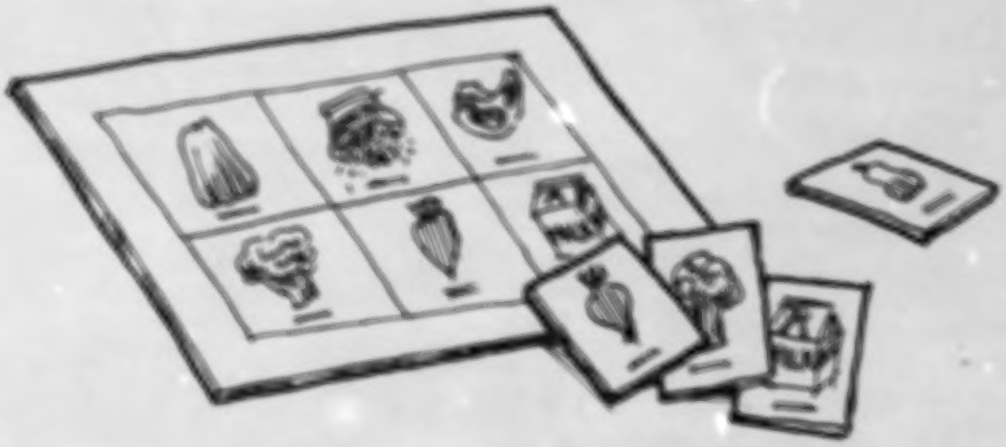
Directions for Making Food Lotto Game Board and Cards

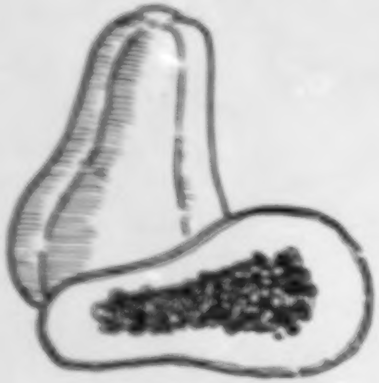
Make two photocopies of each game board. Glue the game boards to heavy tagboard. Color and laminate one copy of each board to use as a game board.

Color, laminate, and cut apart the second copy of each game board to use as food picture cards for playing the game.

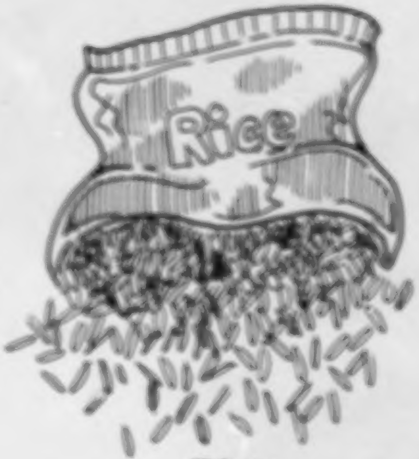
Make as many game boards and matching food picture cards as the number of children who will be playing.



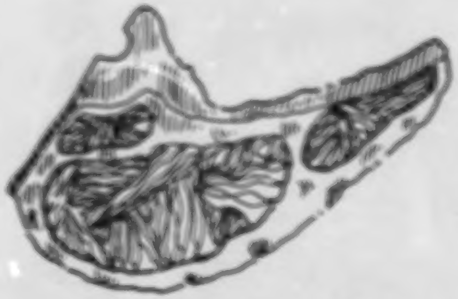
Food Lotto Game Board and Cards



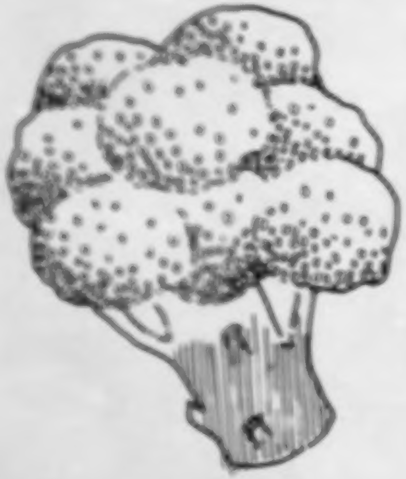
Papaya



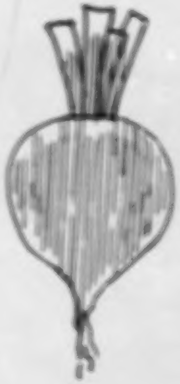
Rice



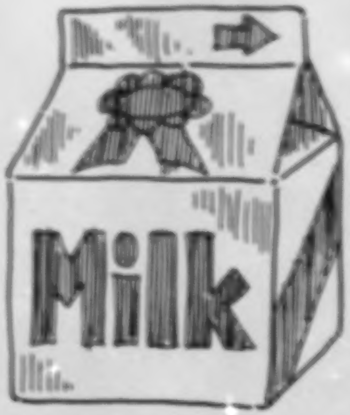
Pork chop



Broccoli

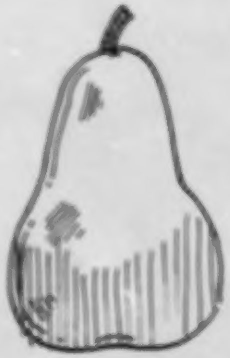


Beet

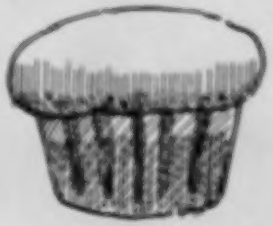


Milk

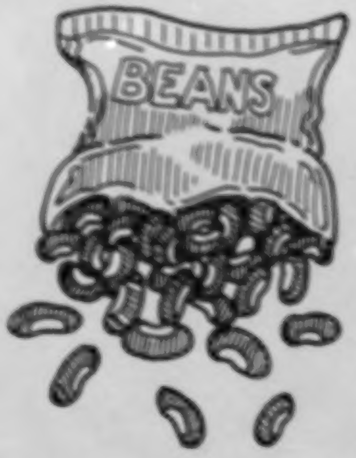
F-15



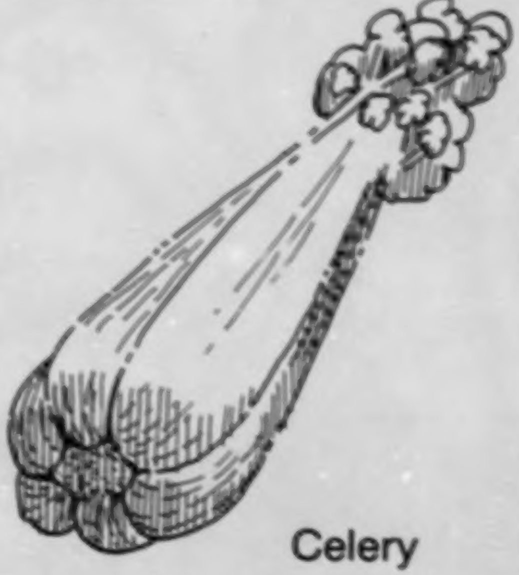
Pear



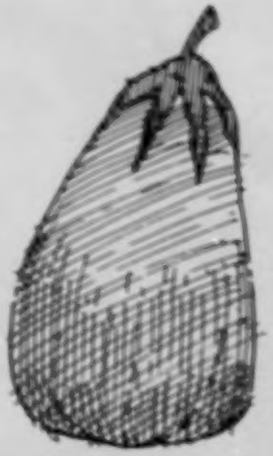
Muffin



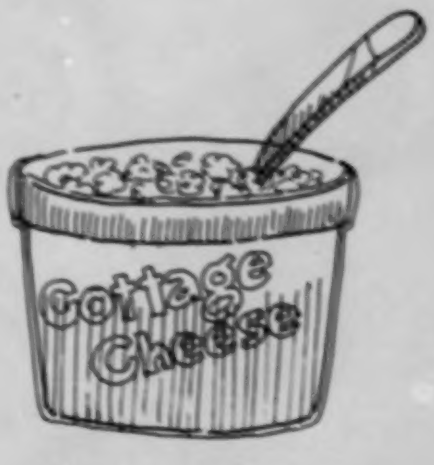
Beans



Celery



Eggplant



Cottage cheese

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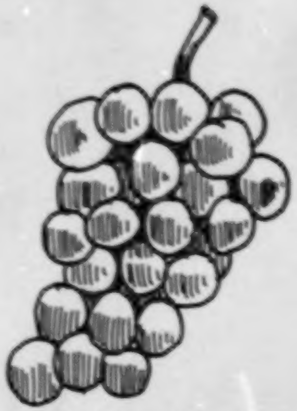
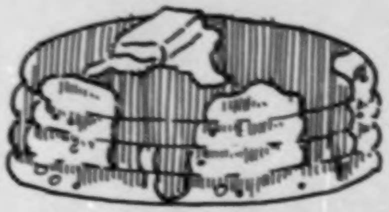

Grapes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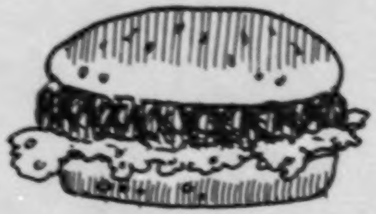
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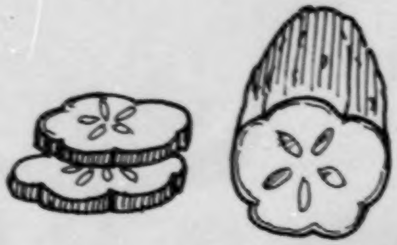
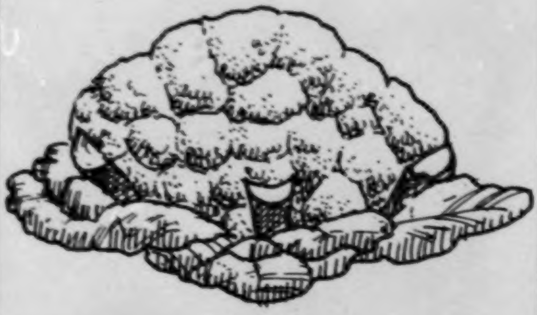
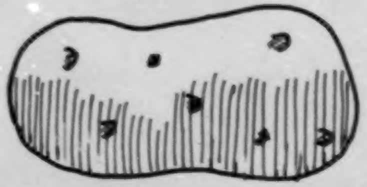
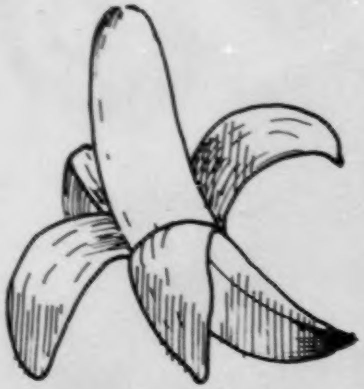
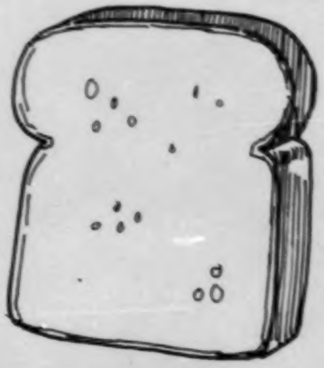

Cucumber

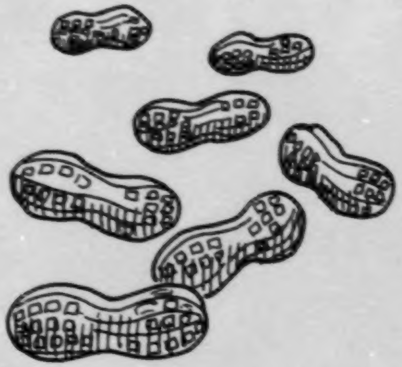

Cauliflower

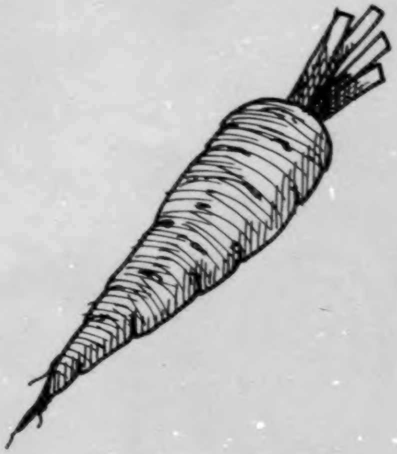

Potato

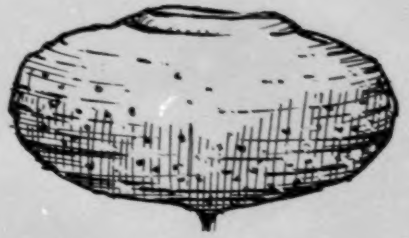
F-17

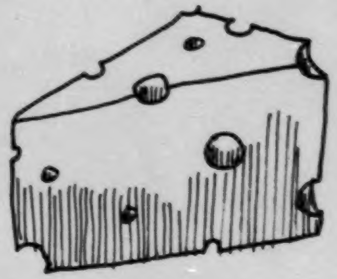

Banana


Bread

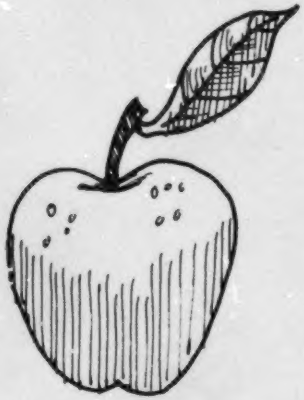

Peanuts

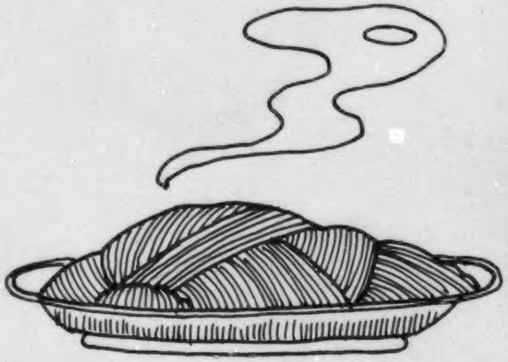

Carrot

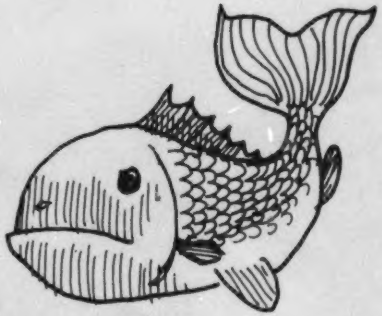

Jicama

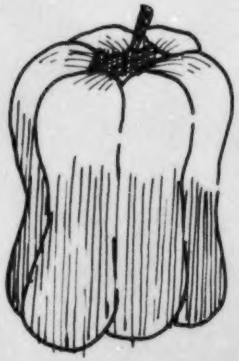

Cheese

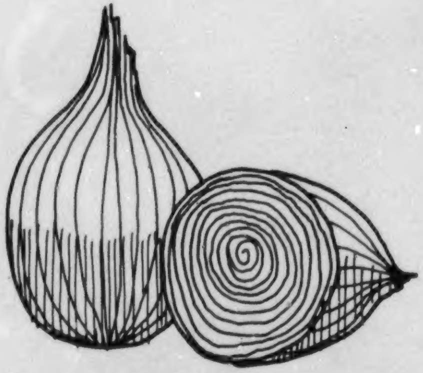
F-18

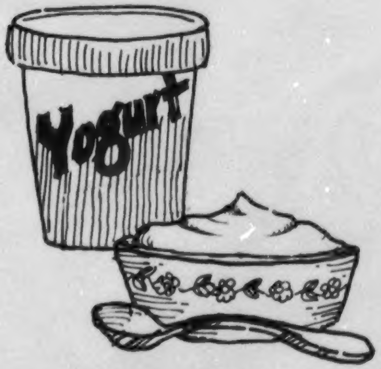

Apple


Spaghetti

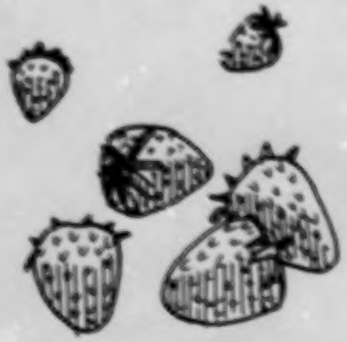

Fish


Pepper

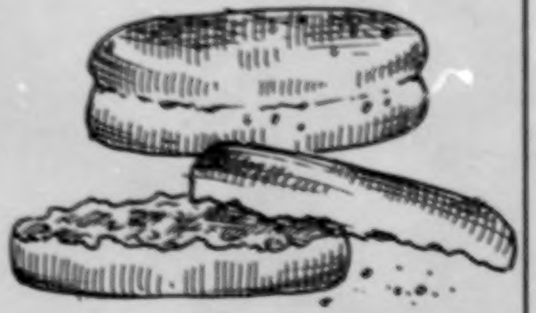

Onion



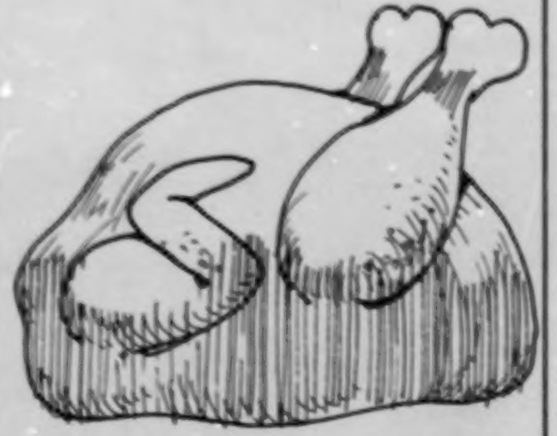
Yogurt



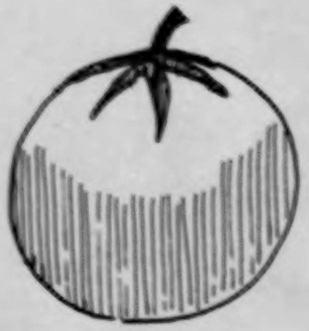
Strawberries



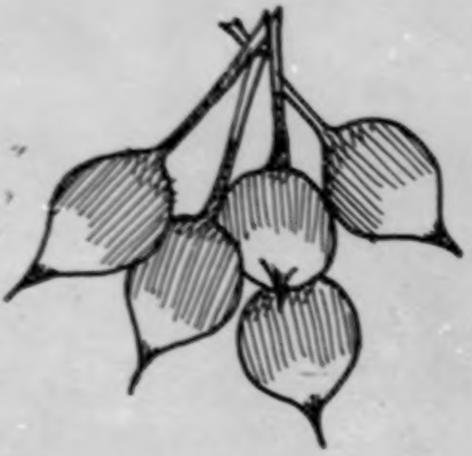
English muffin



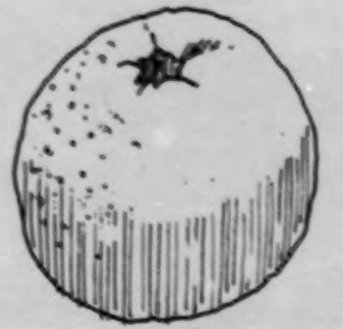
Chicken



Tomato

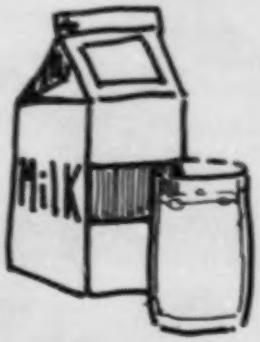


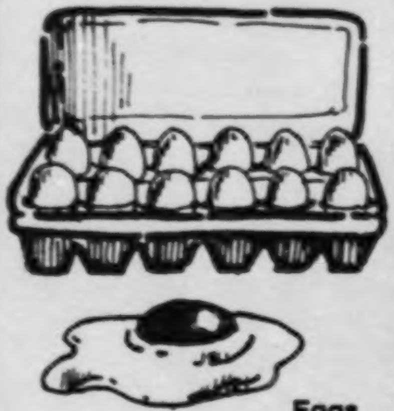
Radishes

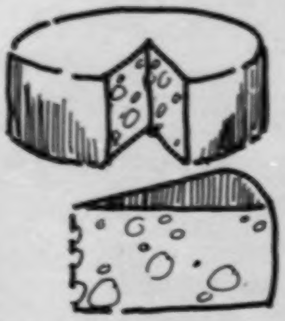


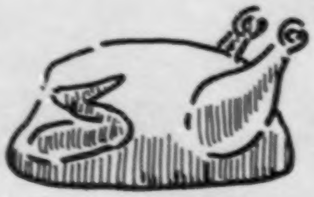
Orange

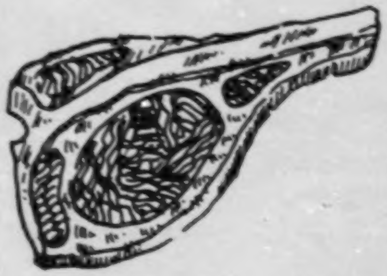
Food Concentration Cards

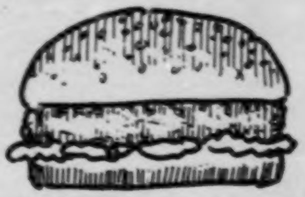

Milk

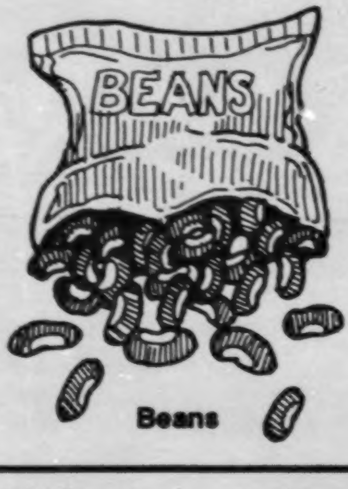

Eggs


Cheese

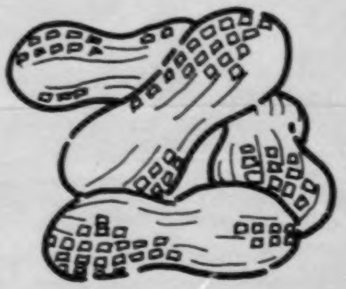

Chicken

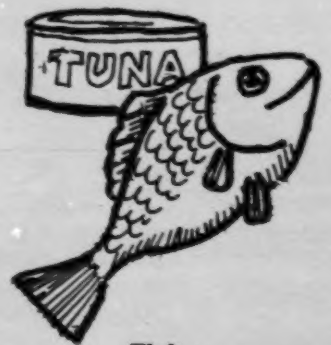

Pork chop


Hamburger



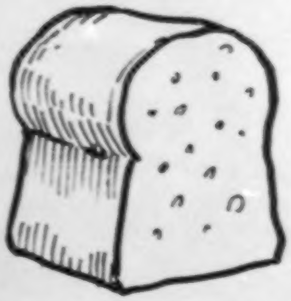
Beans


Peanuts

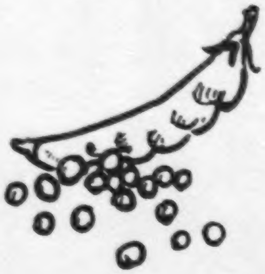


Fish

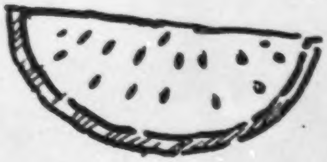
Make two copies so you will have pairs of each food. Paste them on heavy paper. Color and laminate them and cut them out.



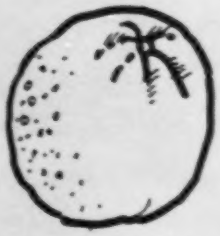
Whole wheat bread



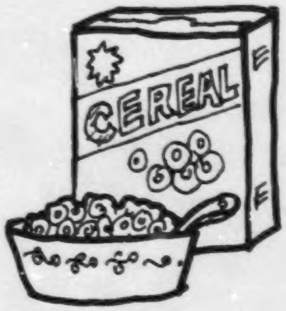
Peas



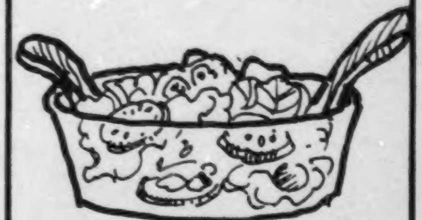
Watermelon



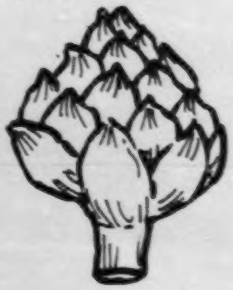
Orange



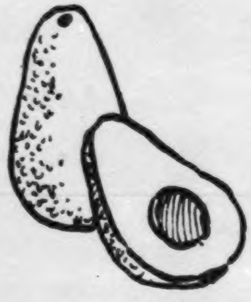
Cereal



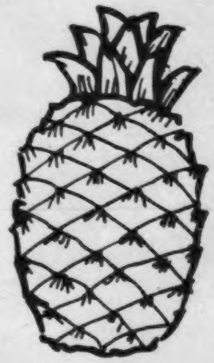
Tossed green salad



Artichoke



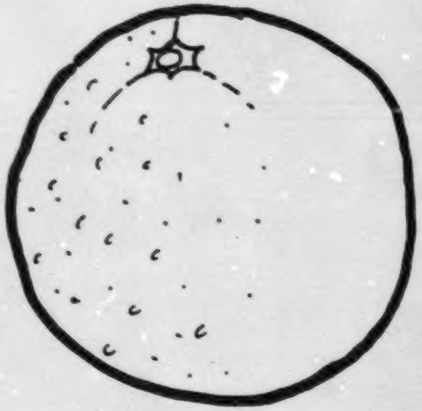
Avocado



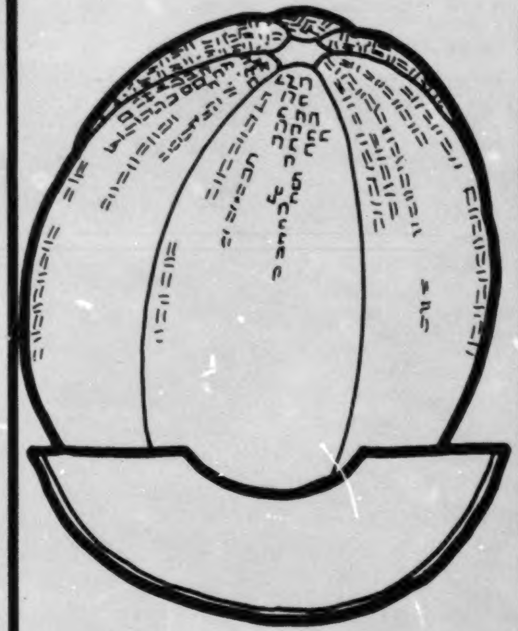
Pineapple

Make two copies so you will have pairs of each food. Paste them on heavy paper. Color and laminate them and cut them out.

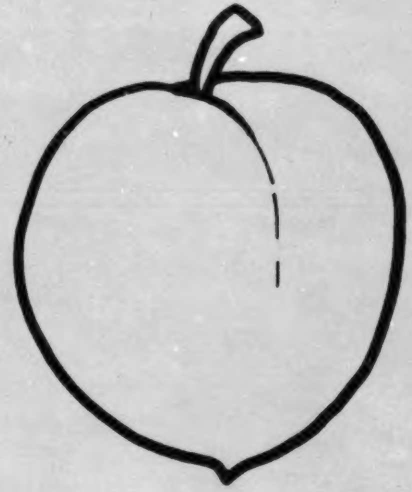
Fruits by Color



Orange



Cantaloupe

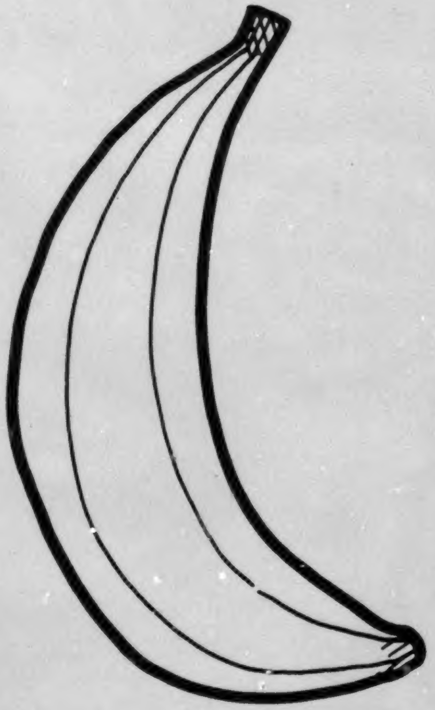


Peach

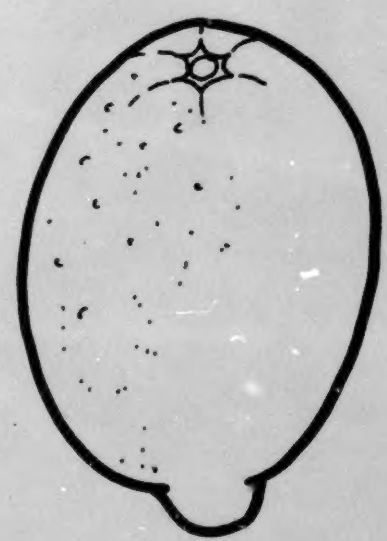
F-22

Directions: Duplicate the pictures. Paste or glue them on heavy tagboard. Color, laminate, and cut them out. Store them in the folder pocket. See page 16 for directions for making a game board.

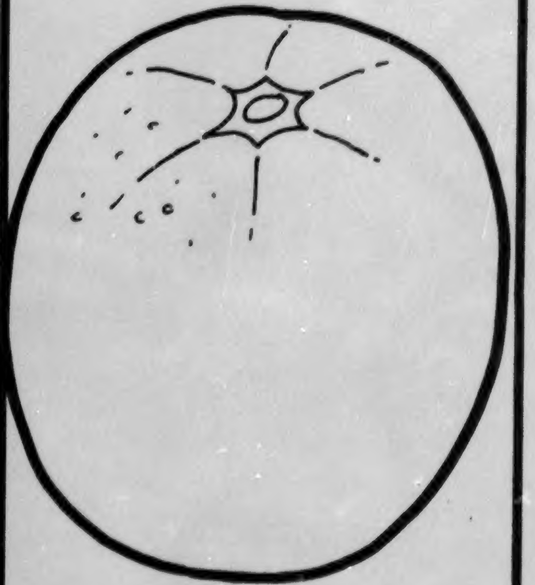
F-23



Banana

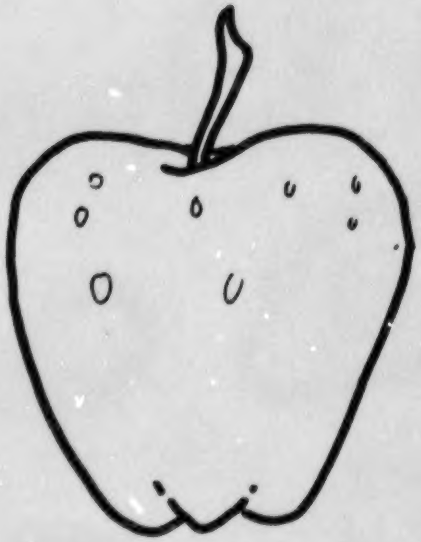


Lemon

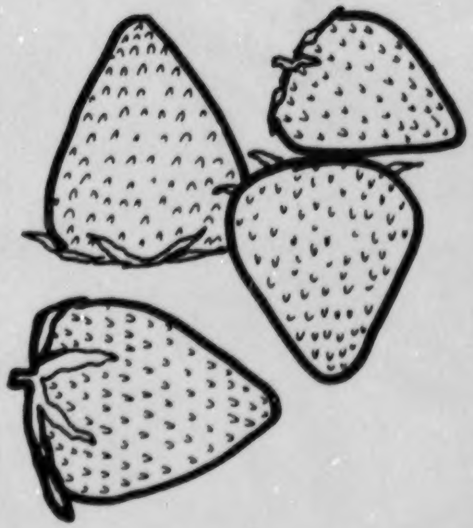


Grapefruit

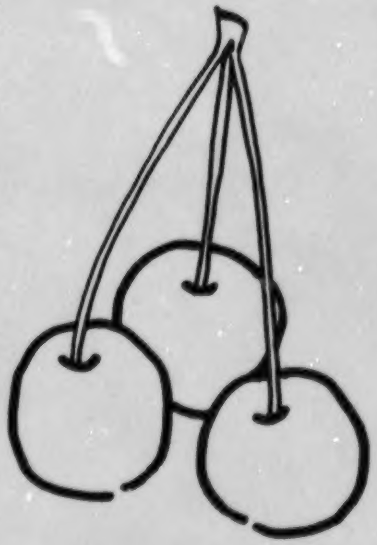
F-24



Apple

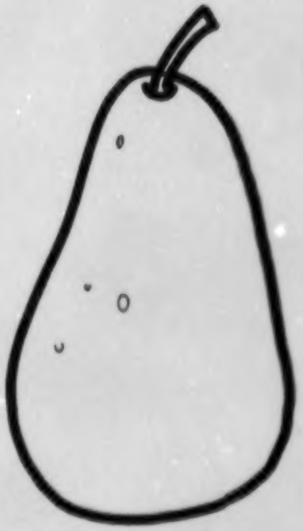


Strawberries

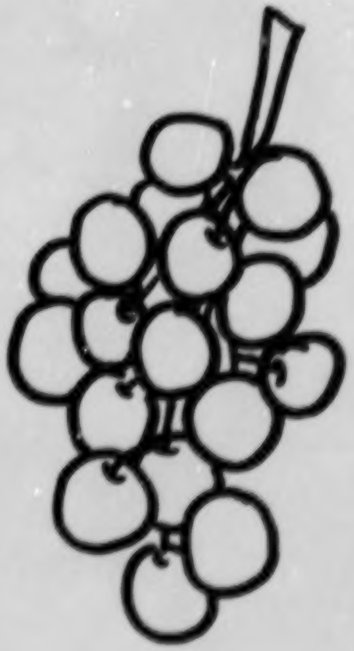


Cherries

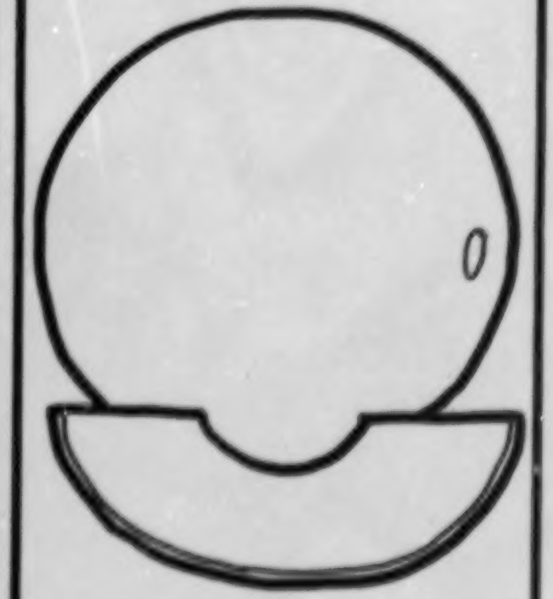
F-25



Pear

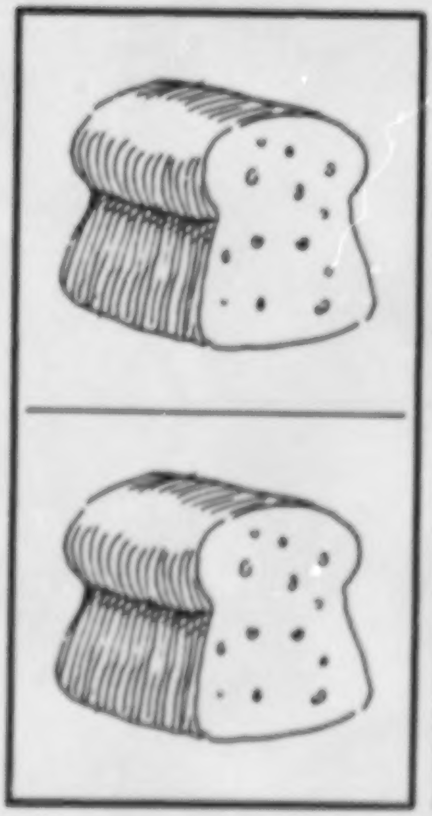


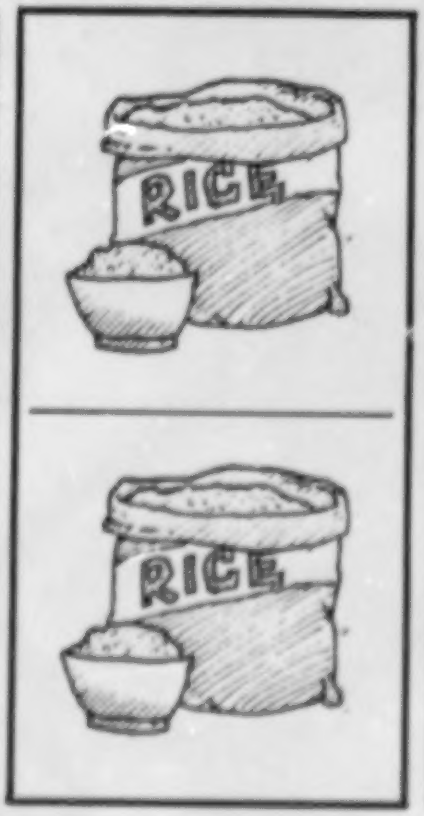
Grapes

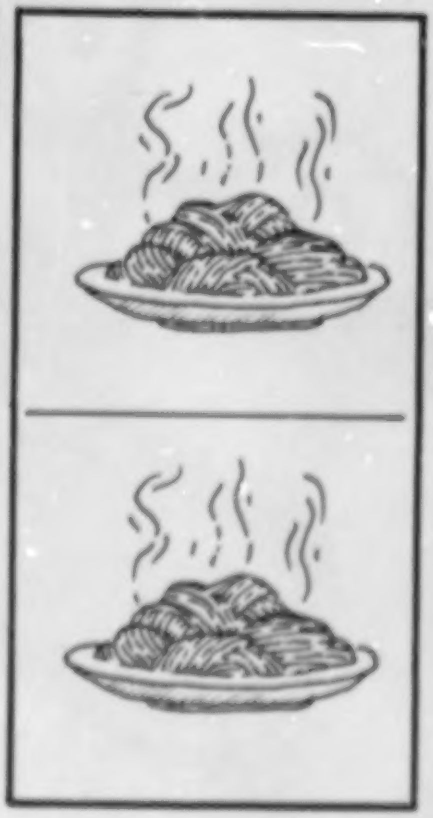


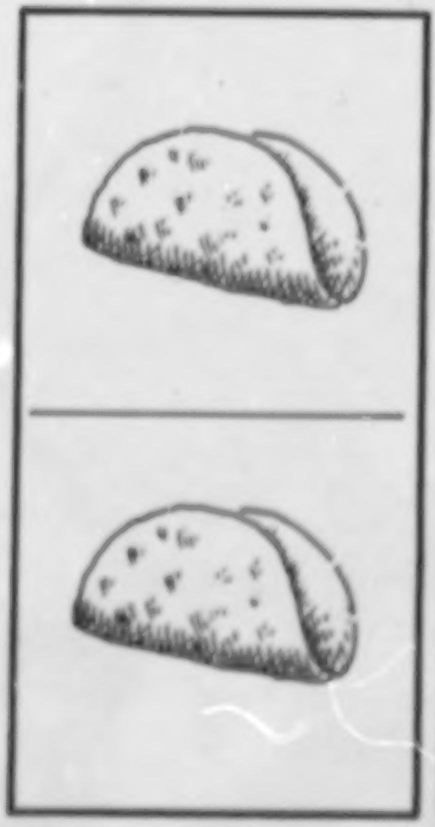
Honeydew melon

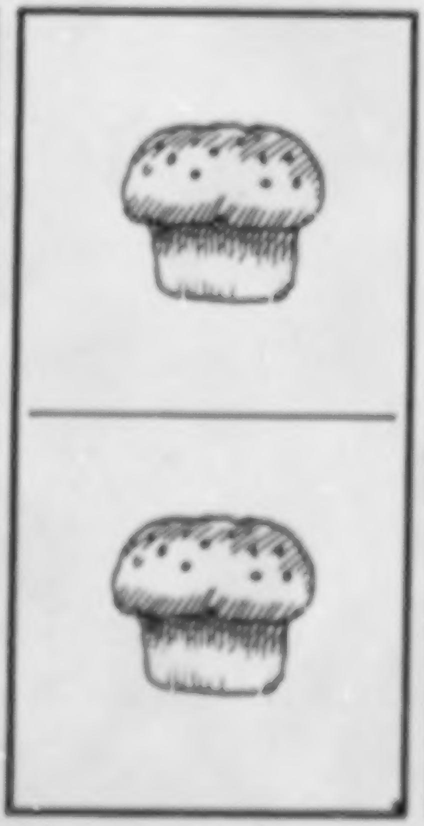
Food Dominoes

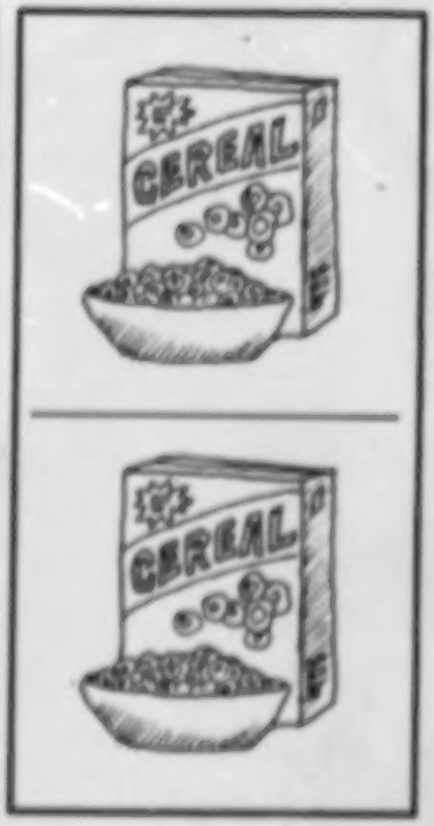


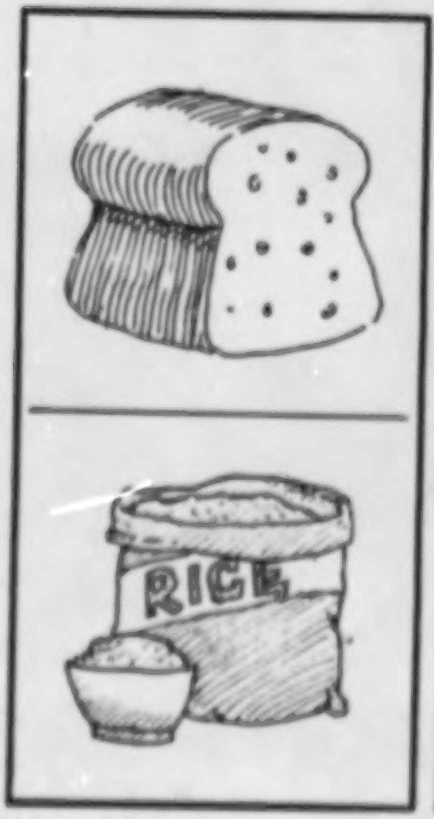


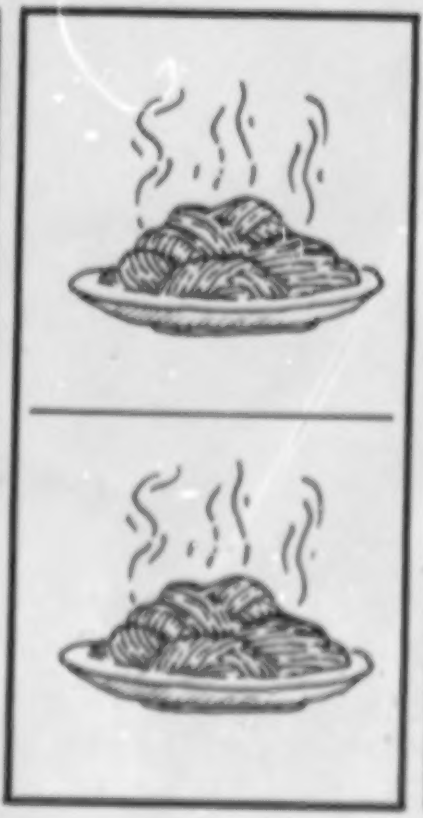


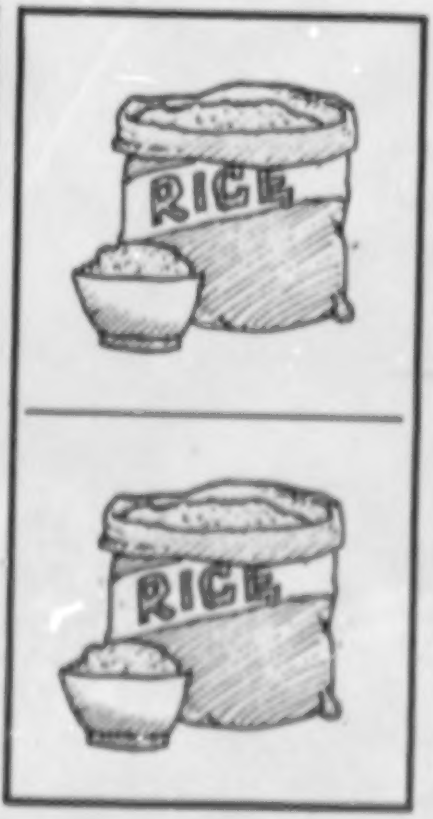


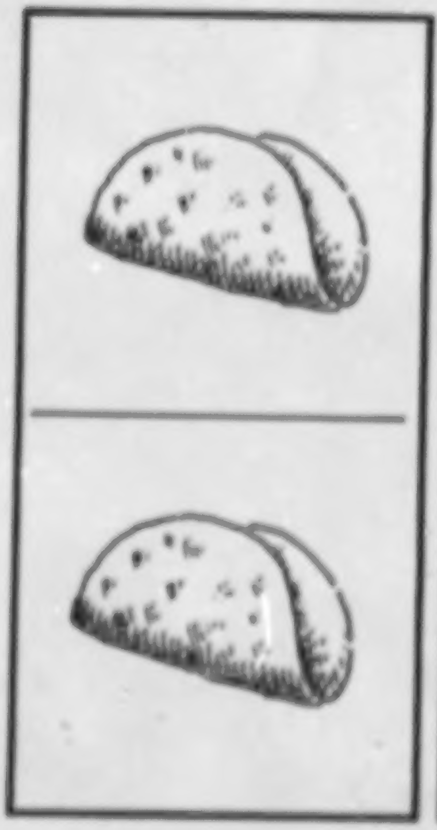


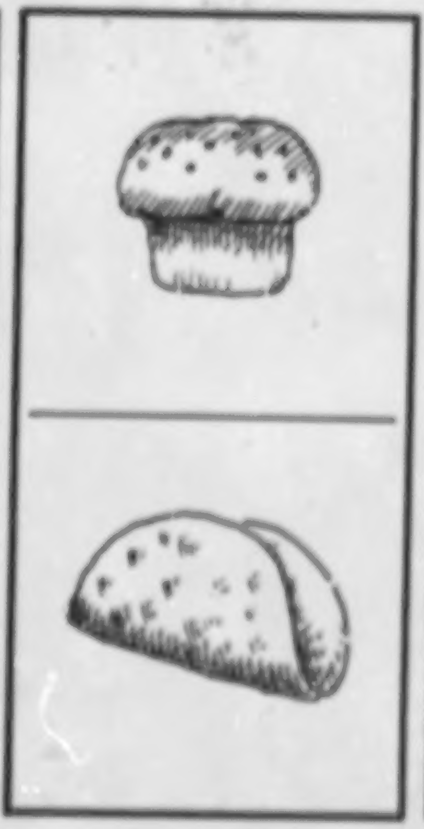

CEREAL
CEREAL

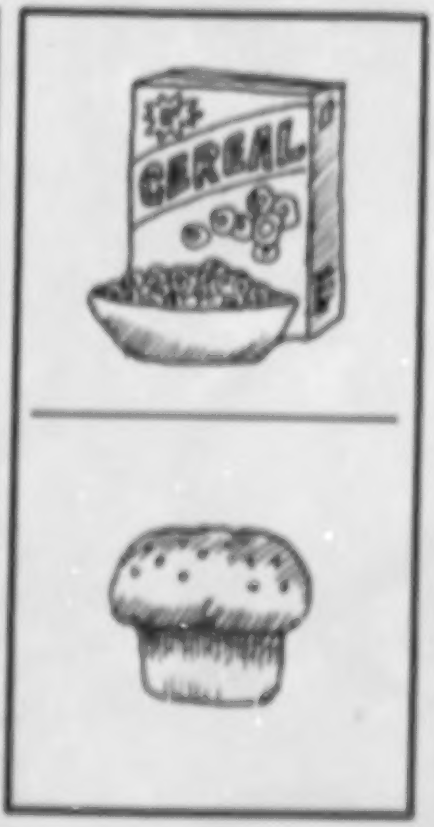

RICE




RICE
RICE



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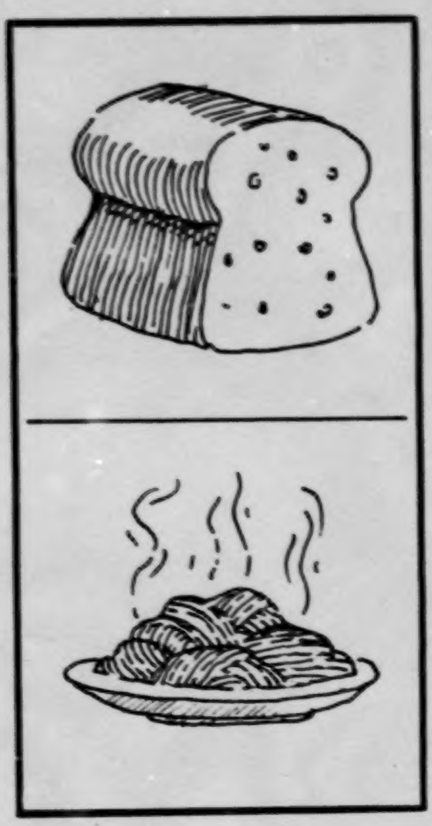

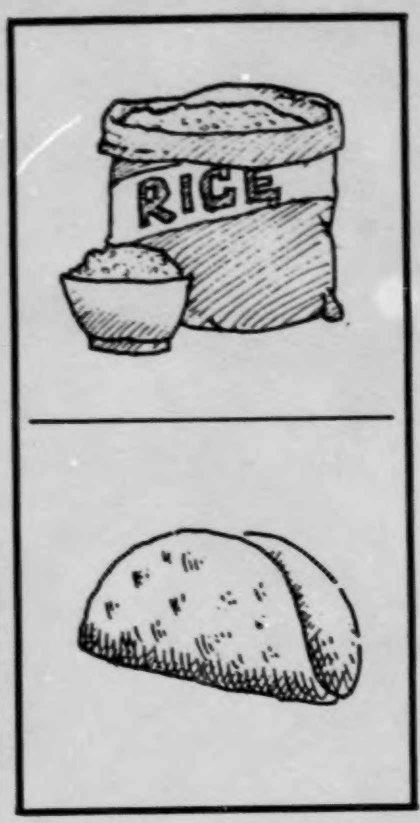
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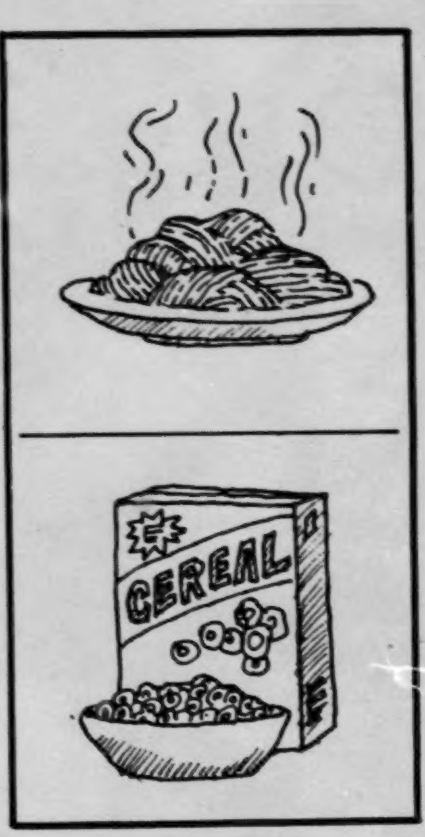
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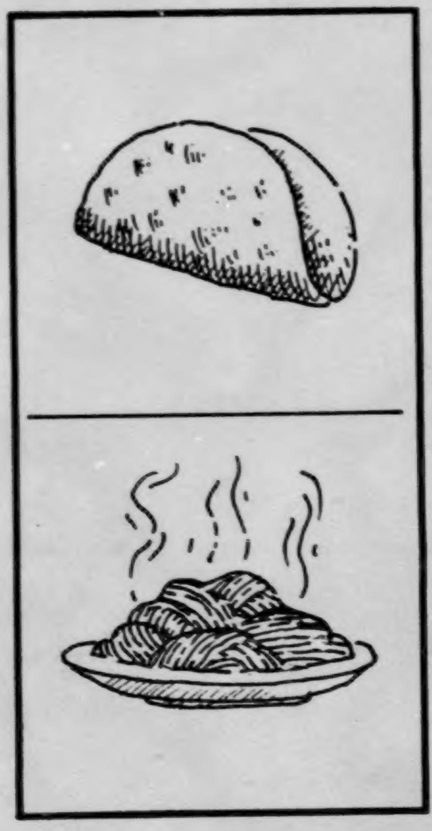
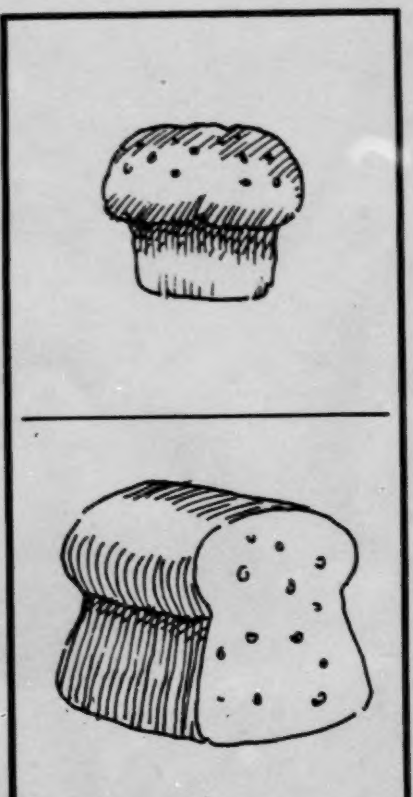
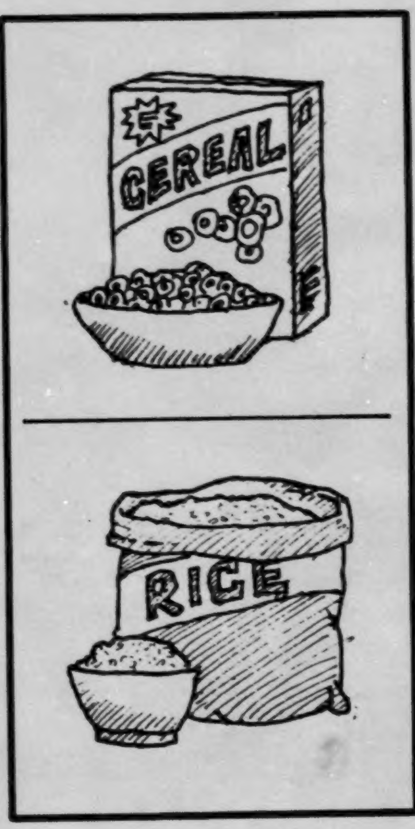
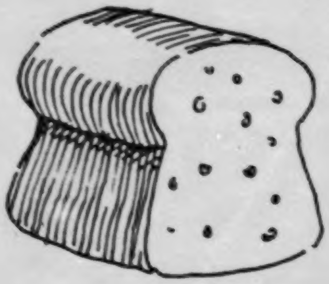
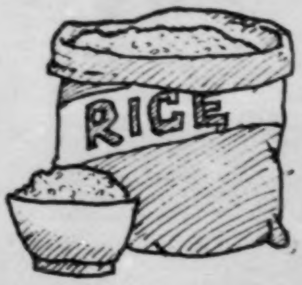





CEREAL
RICE

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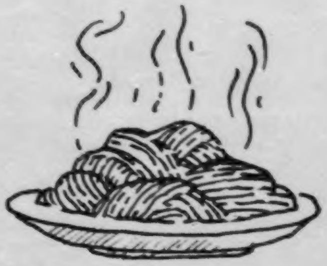
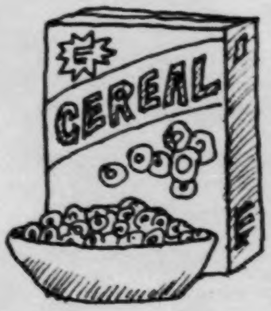
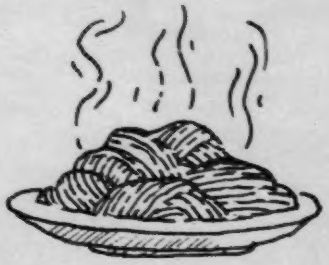
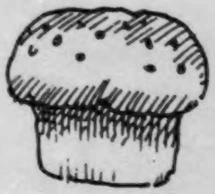
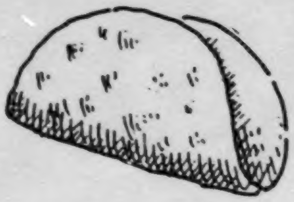
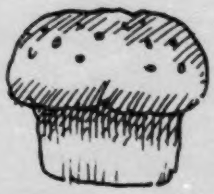


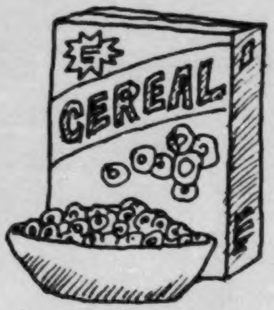

CEREAL







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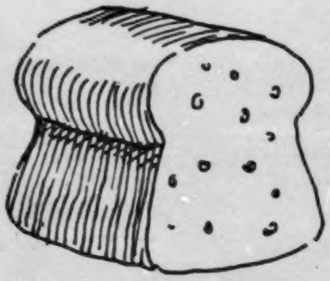

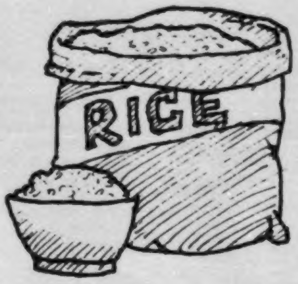
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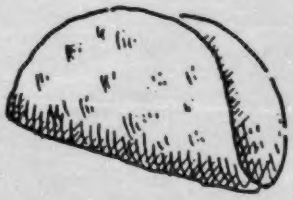

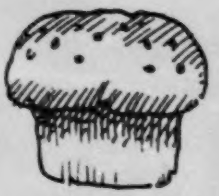

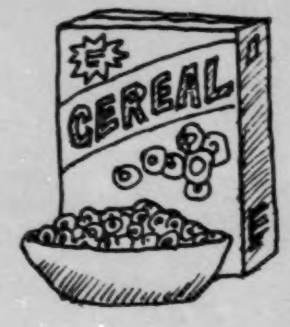
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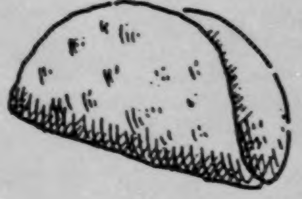

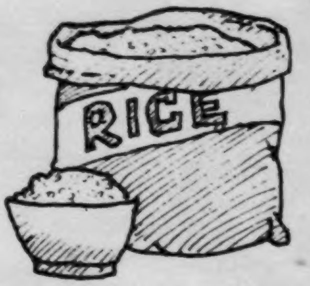
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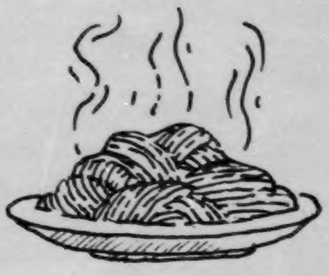

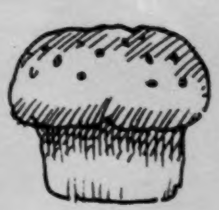

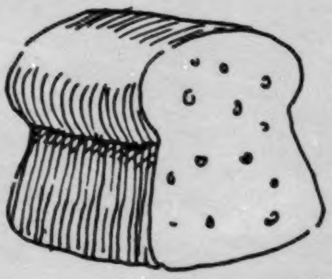

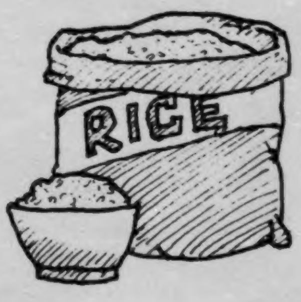
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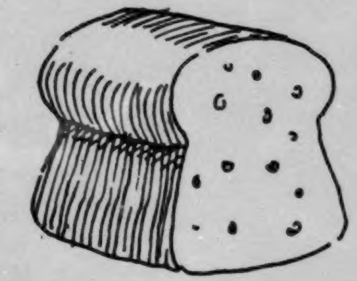

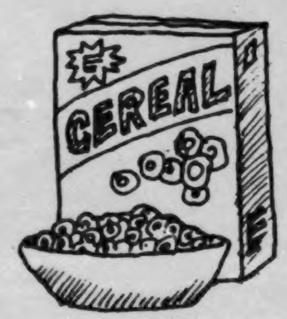
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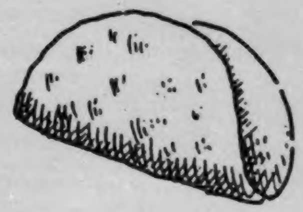
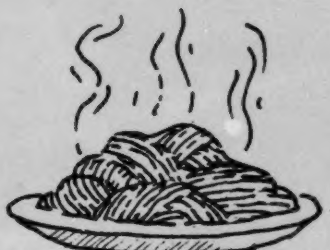
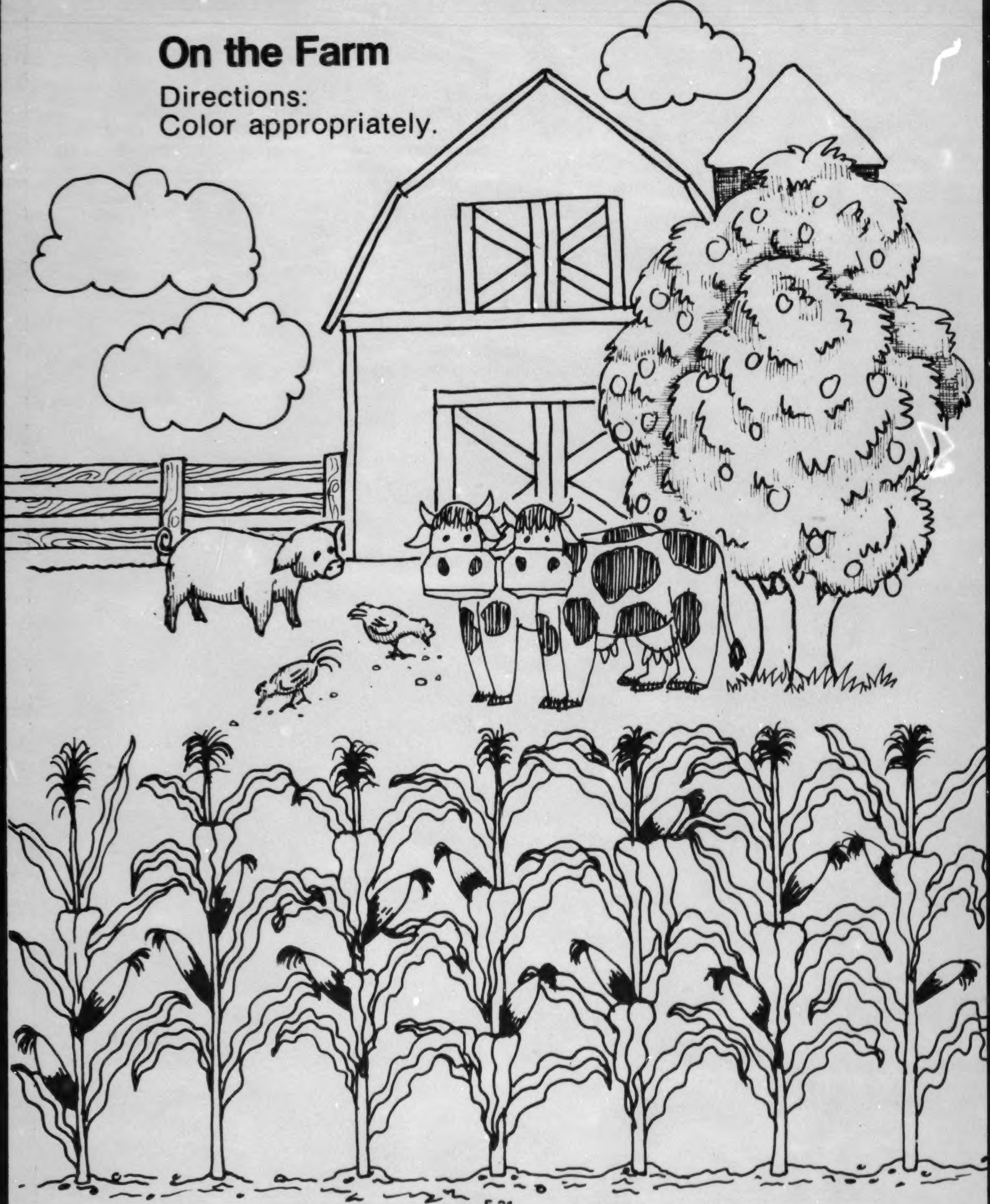




On the Farm

Directions:
Color appropriately.



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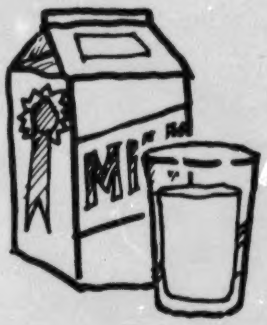
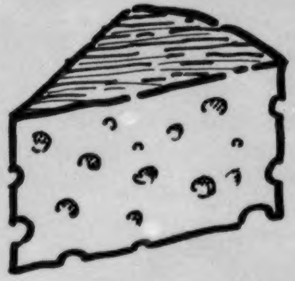
Food Source Pictures

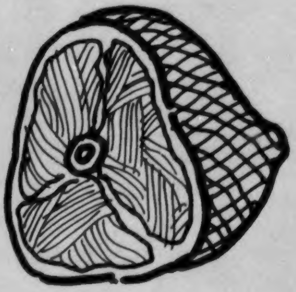
Directions: Color appropriately. Paste on heavy paper, laminate, and cut out.



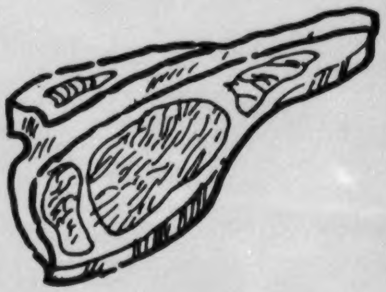
Milk



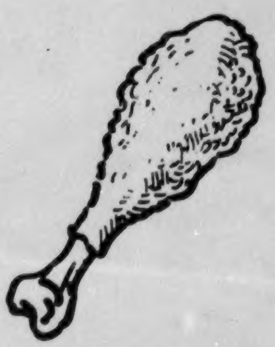
Cheese



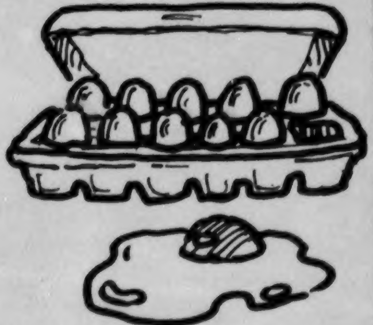
Ham



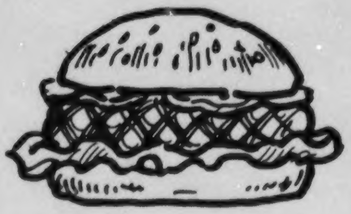
Pork chop



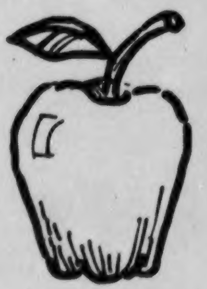
Chicken



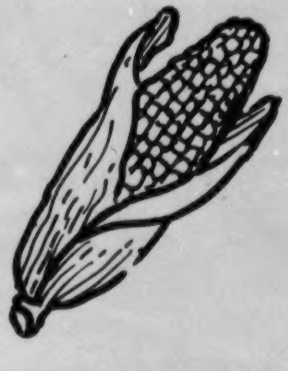
Eggs



Hamburger



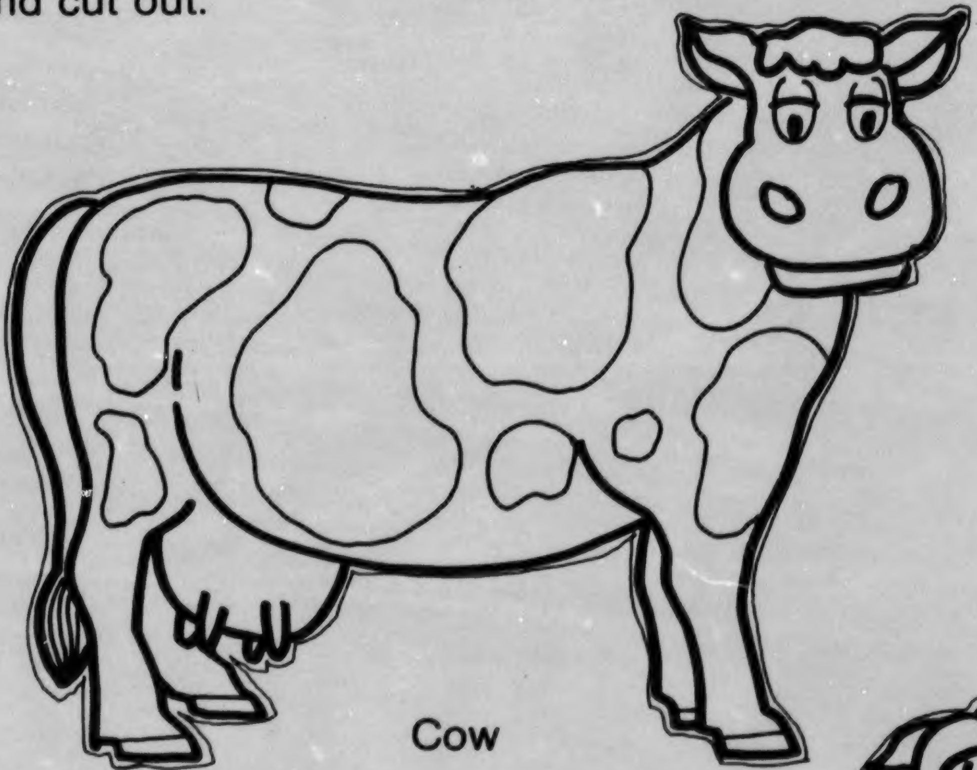
Apple



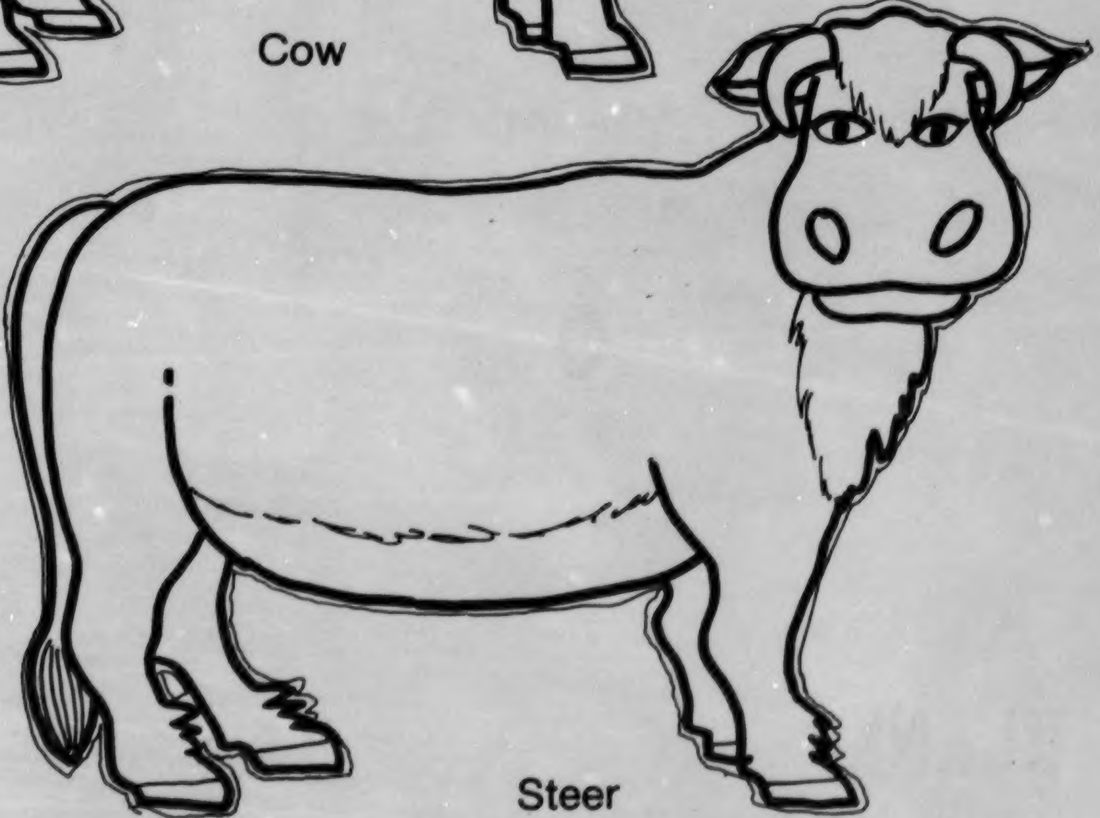
Corn on the cob

Animal Pictures

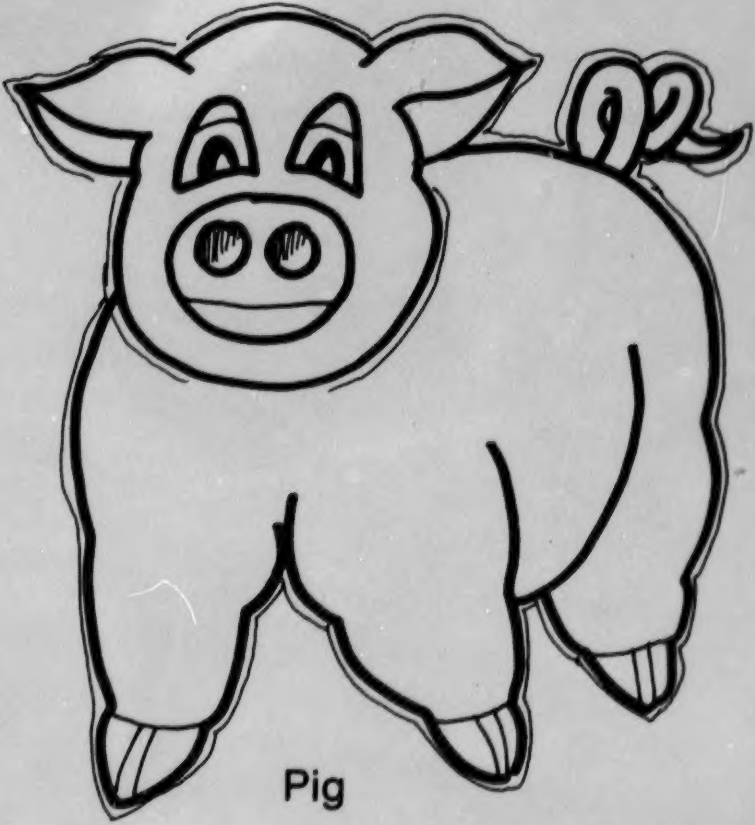
Directions: Color appropriately. Paste on heavy paper, laminate, and cut out.



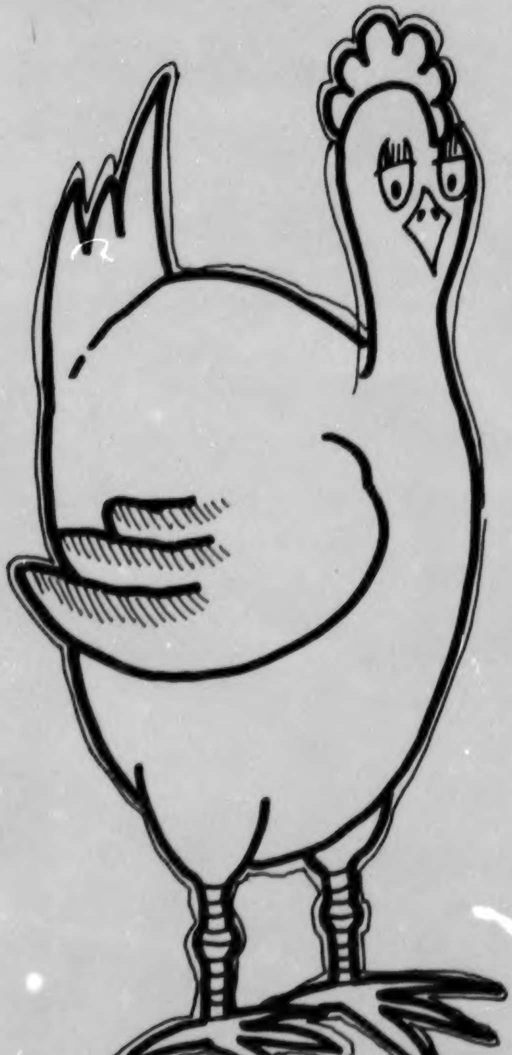
Cow



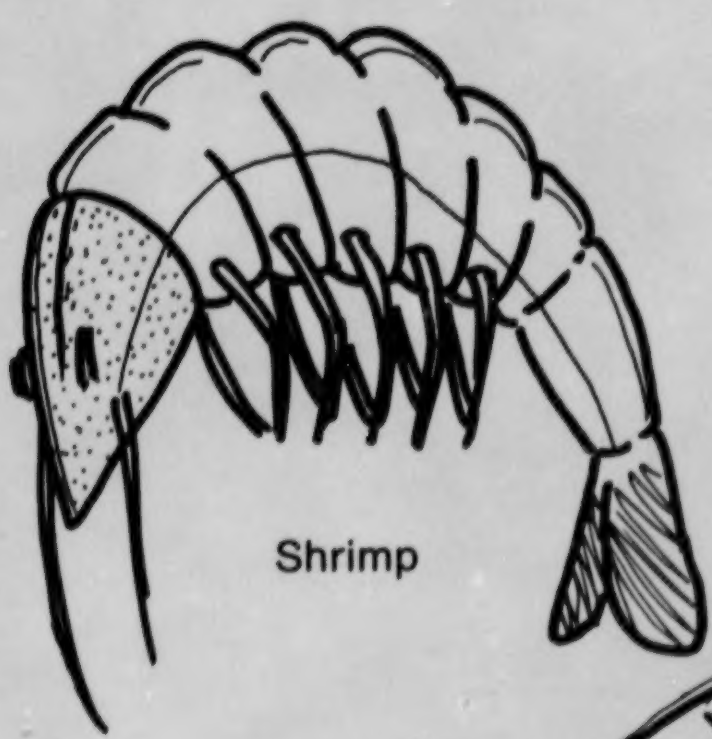
Steer



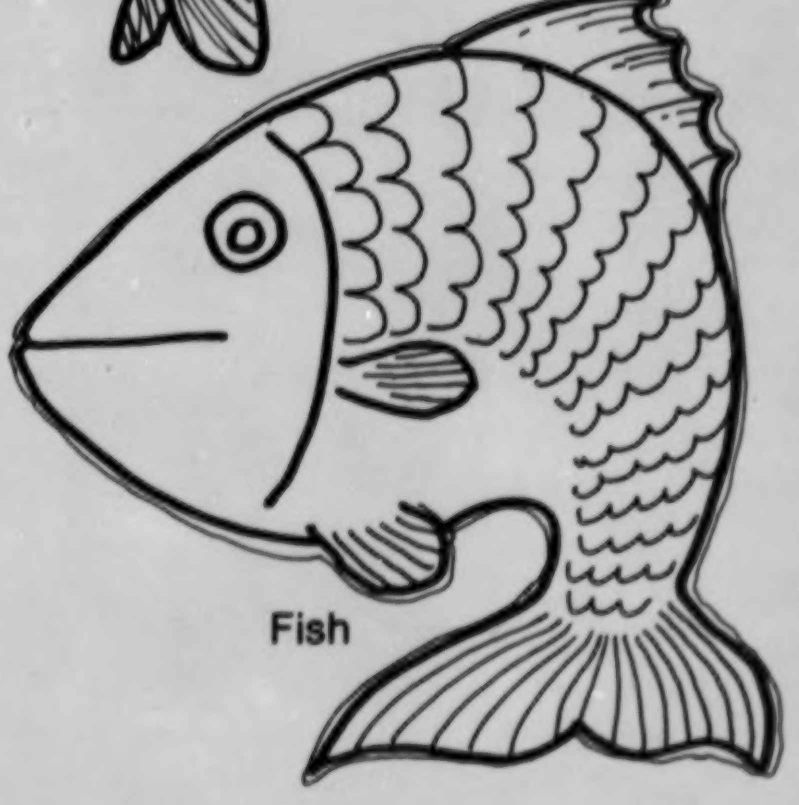
Pig



Chicken



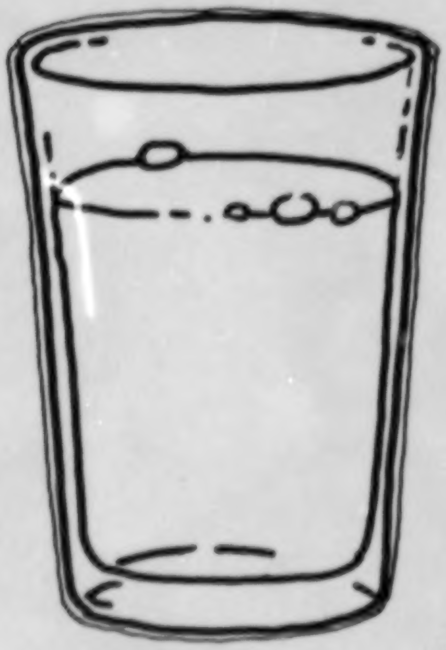
Shrimp



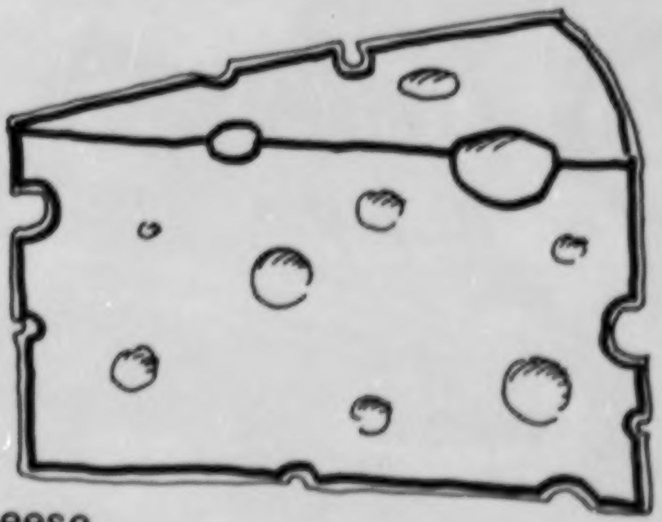
Fish

Pictures of Foods from Animals

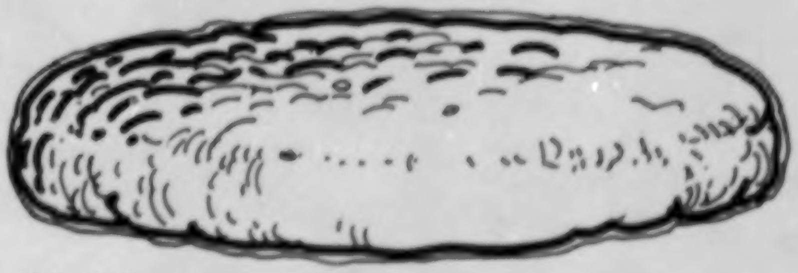
Directions: Color appropriately. Cut out each food and mount on heavy paper.



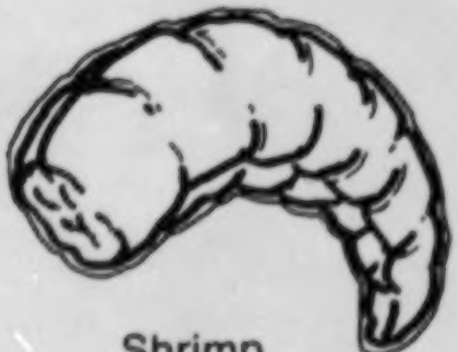
Glass of milk



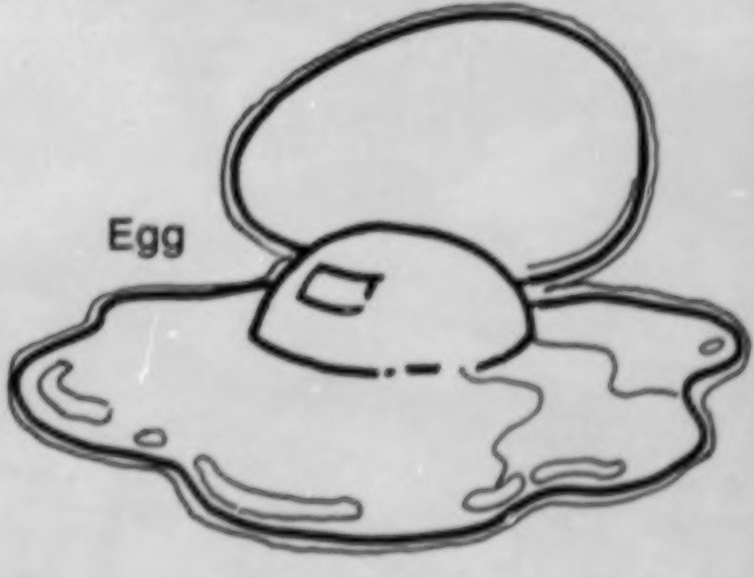
Cheese



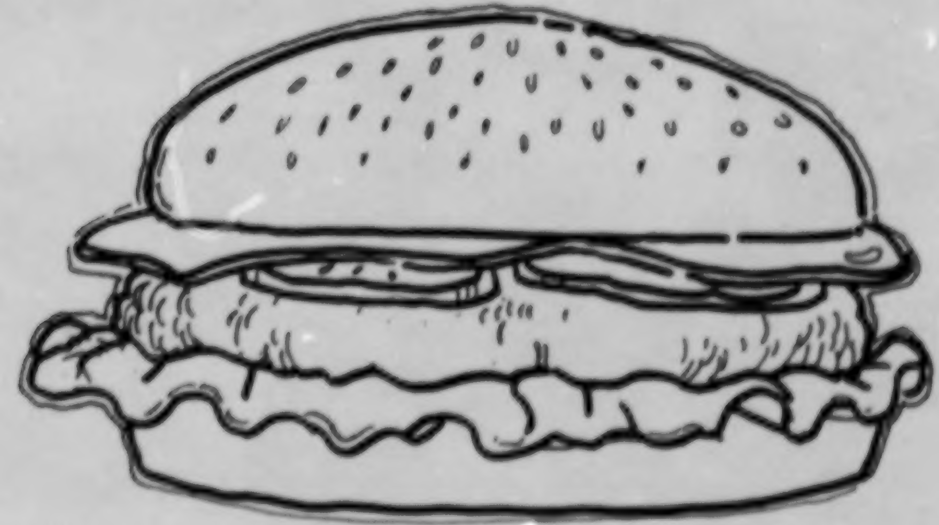
Hamburger patty



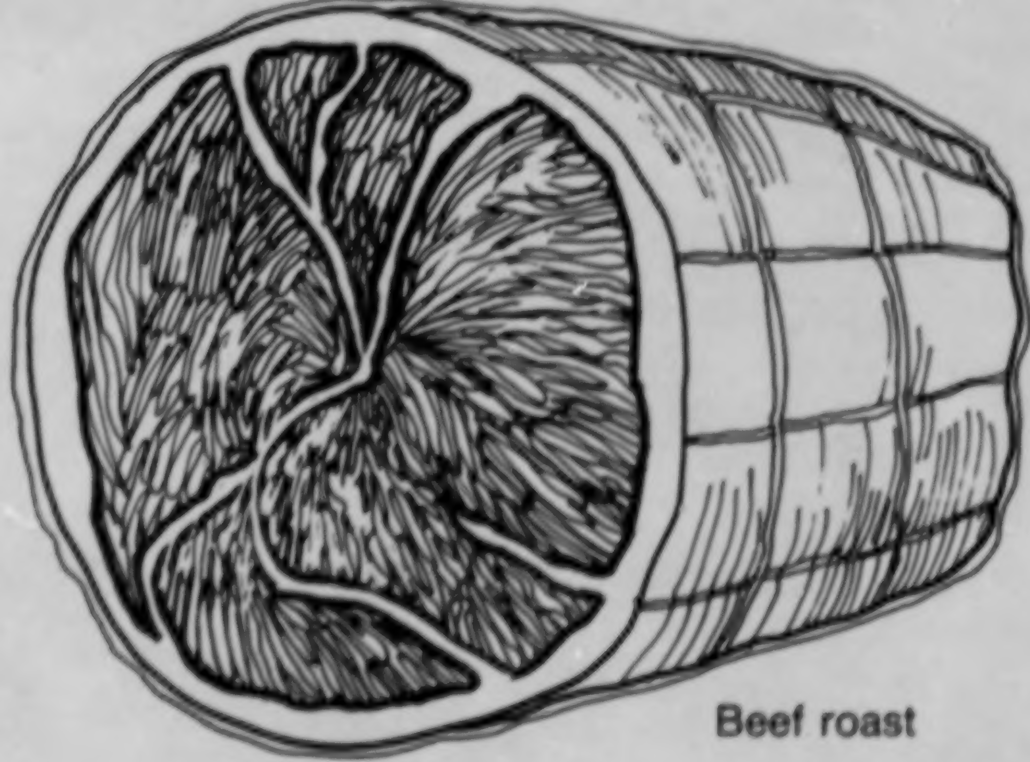
Shrimp



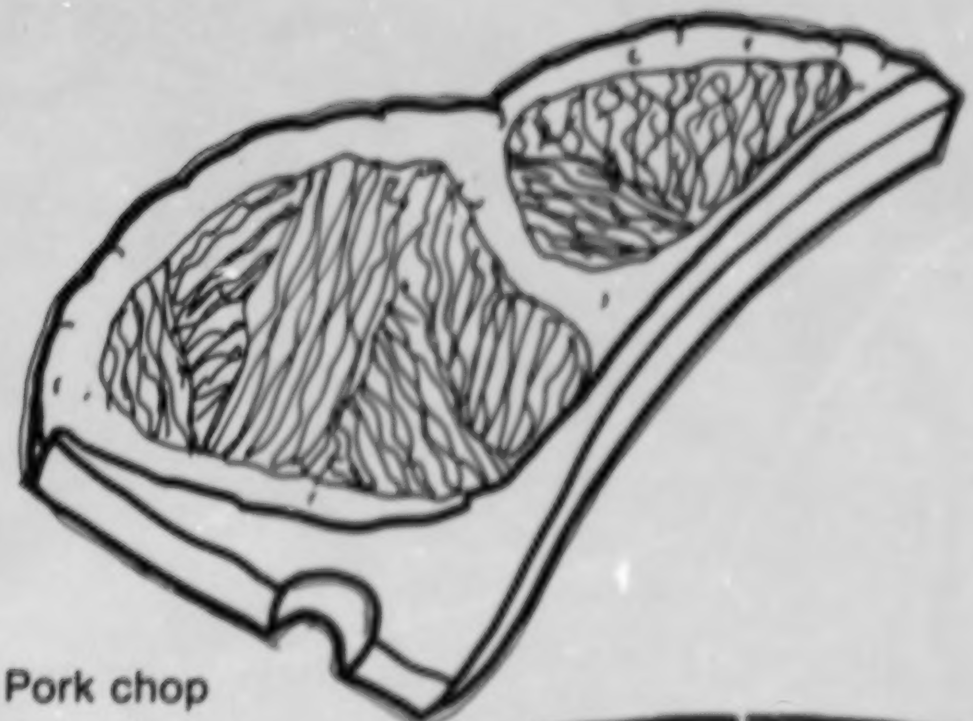
Egg



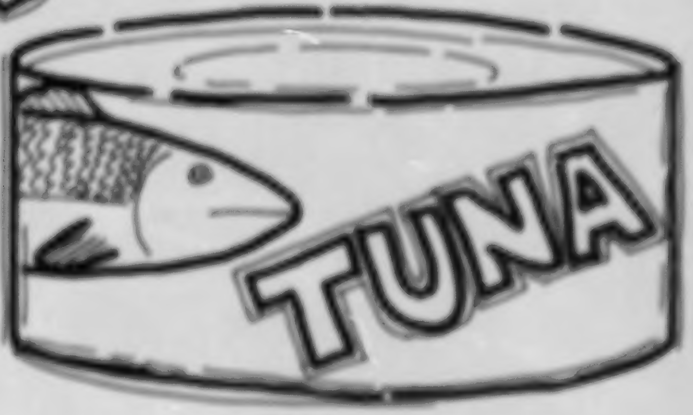
Hamburger



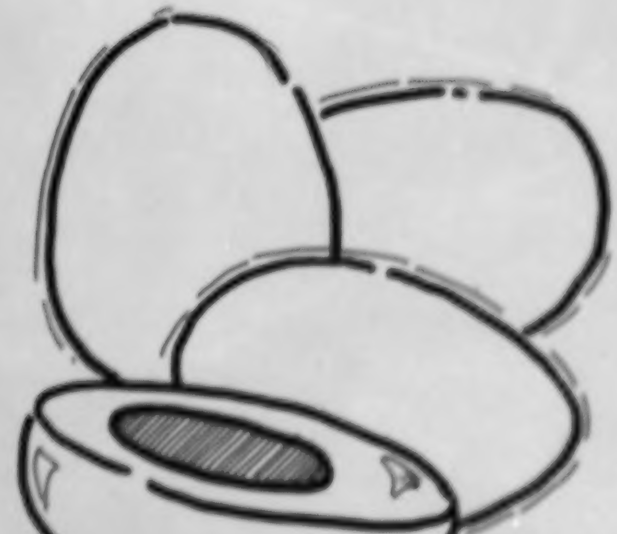
Beef roast



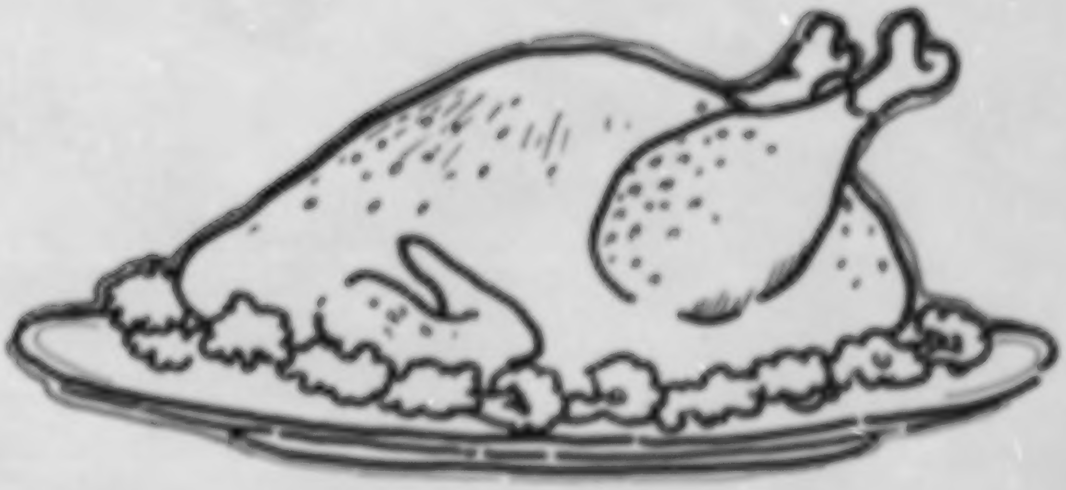
Pork chop



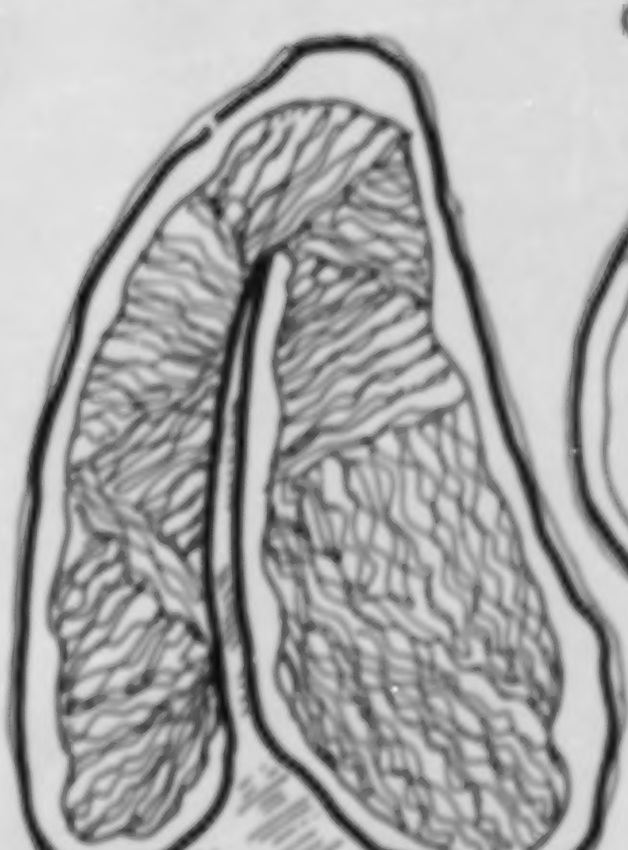
Canned tuna



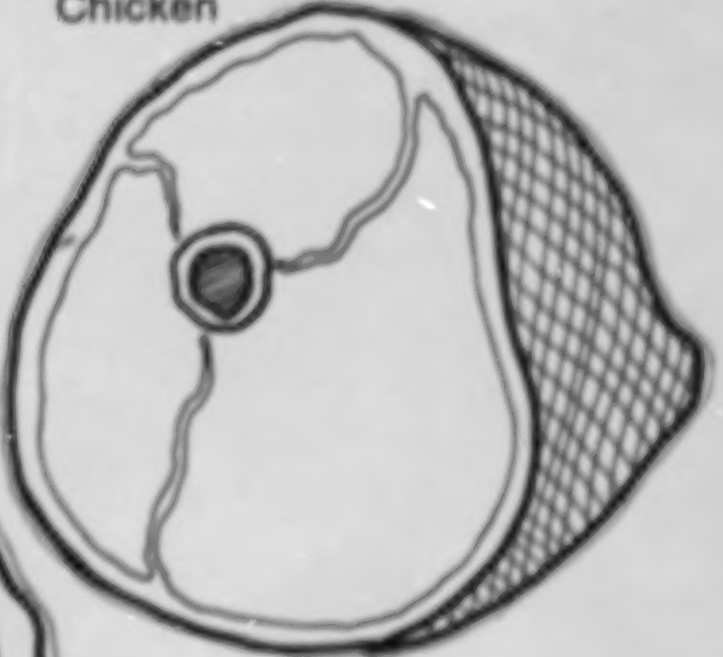
Hard-cooked eggs



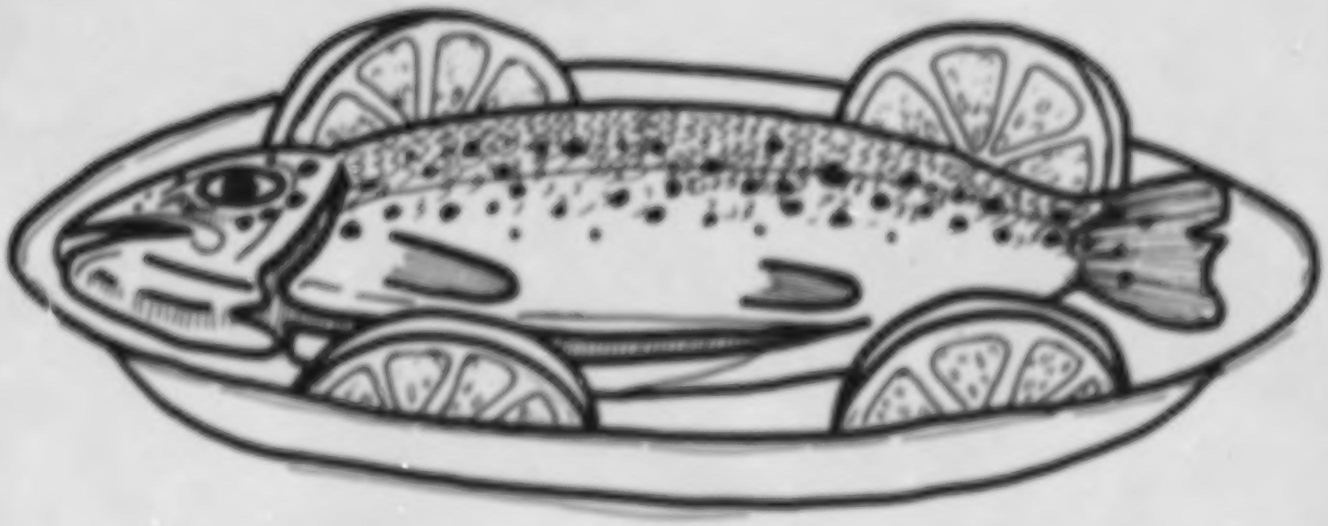
Chicken



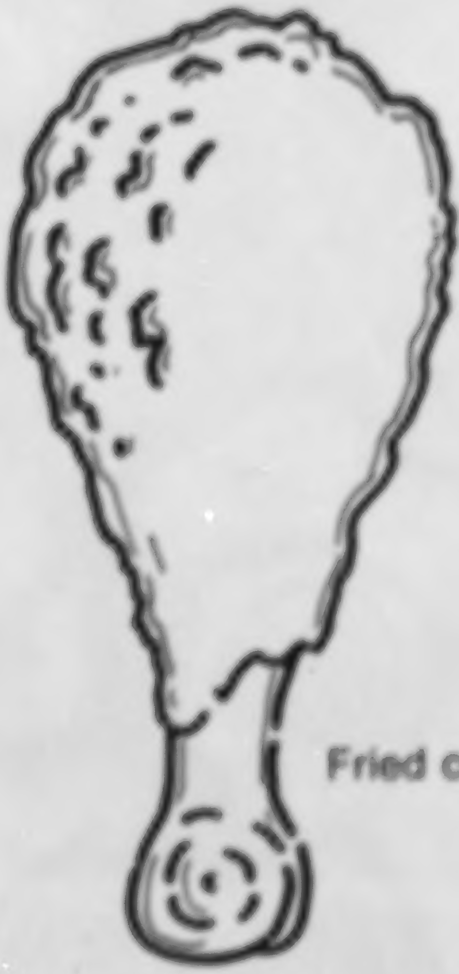
Steak



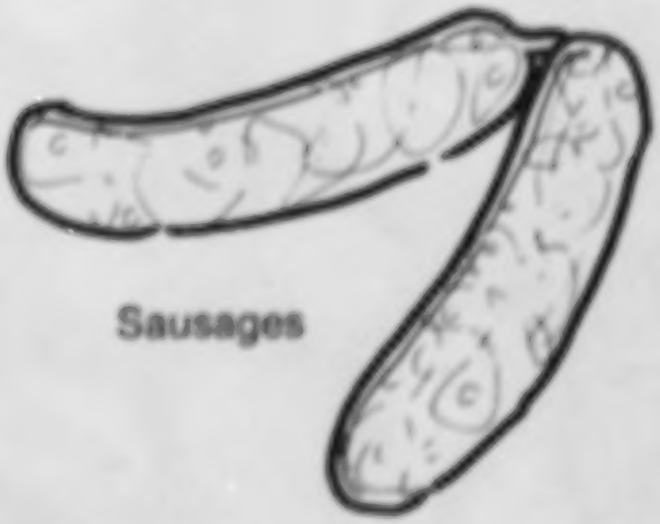
Ham



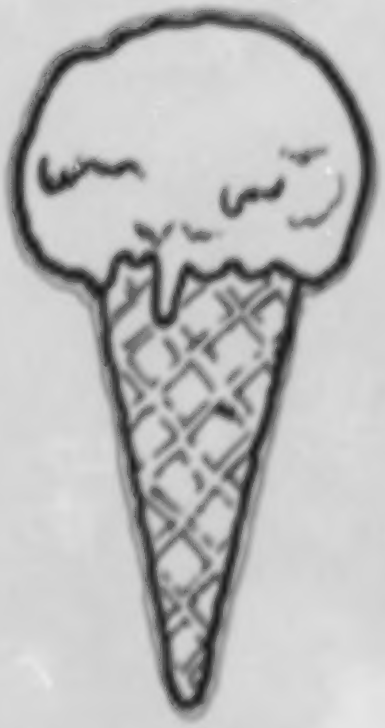
Trout



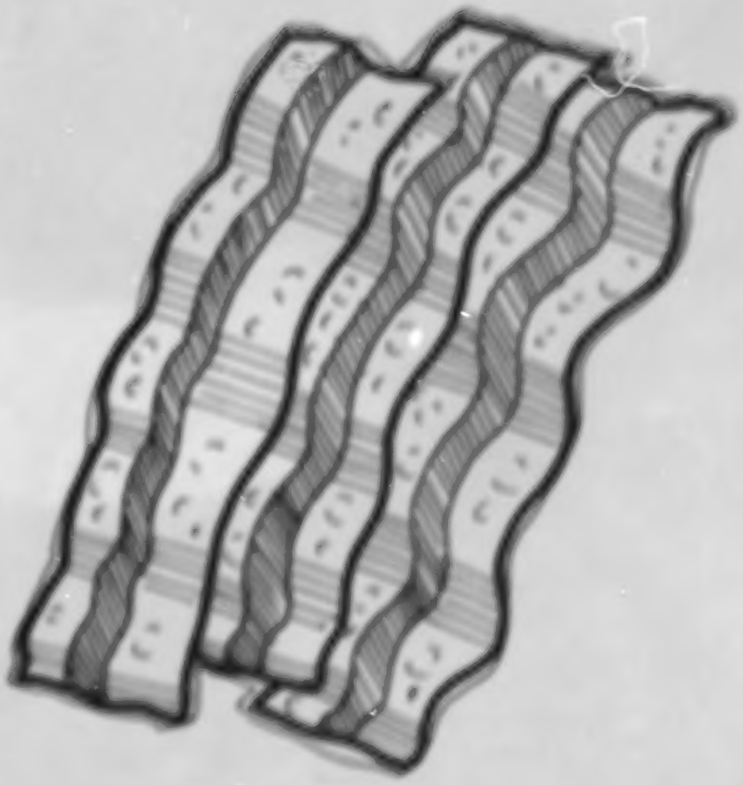
Fried chicken leg



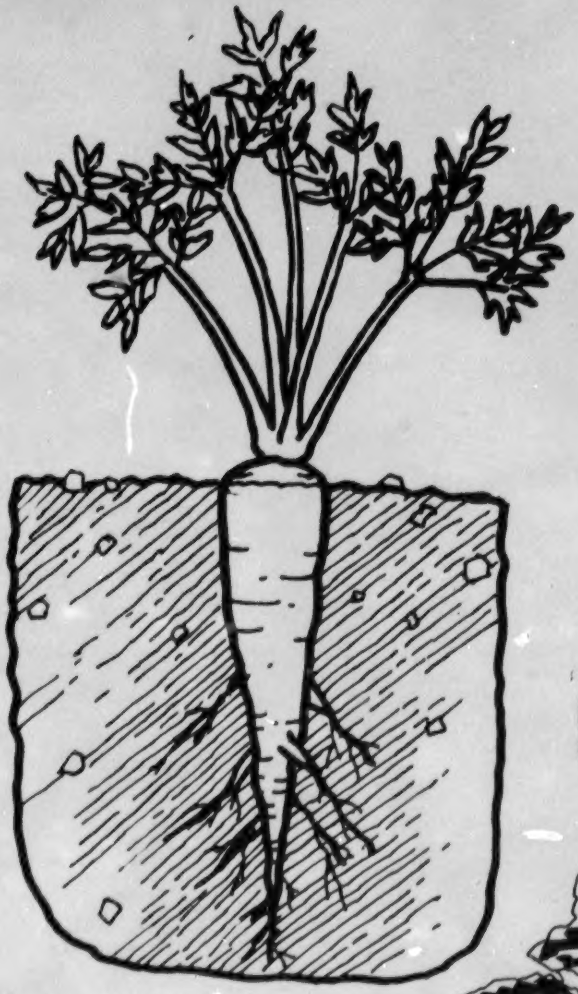
Sausages



Ice cream cone



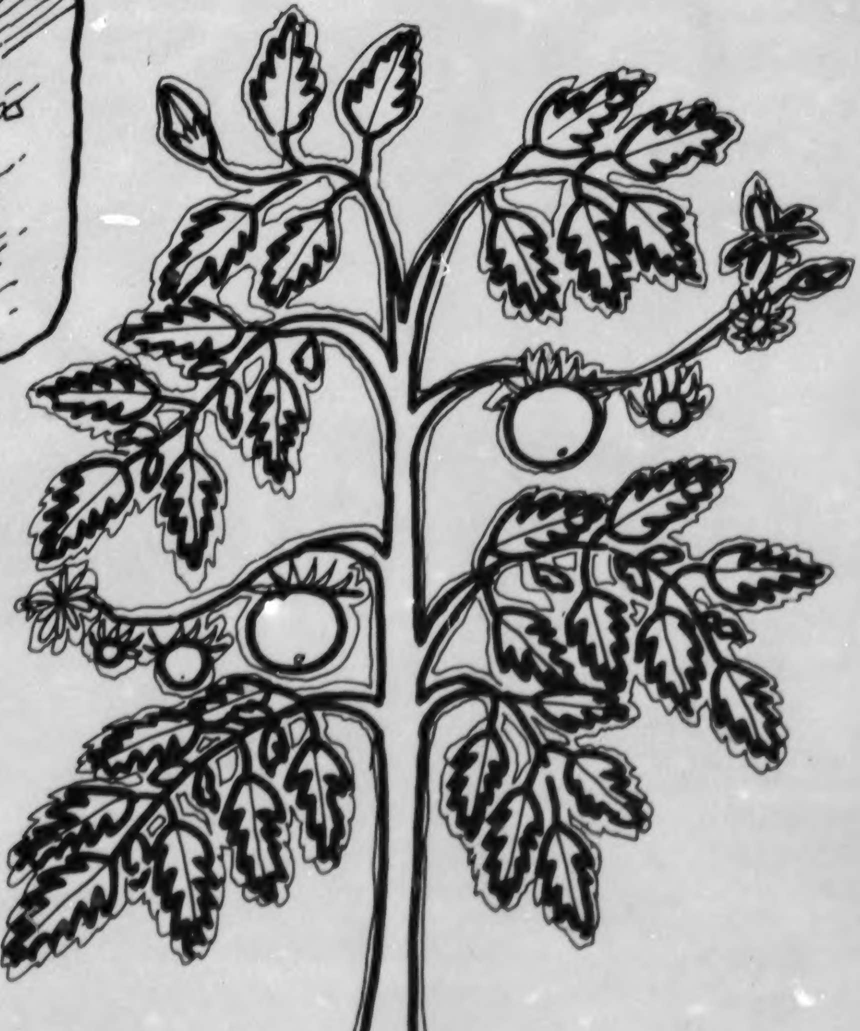
Bacon



Carrot plant

Plant Pictures

Directions: Color the pictures appropriately. Cut out each food picture and mount it on heavy paper.



Tomato plant

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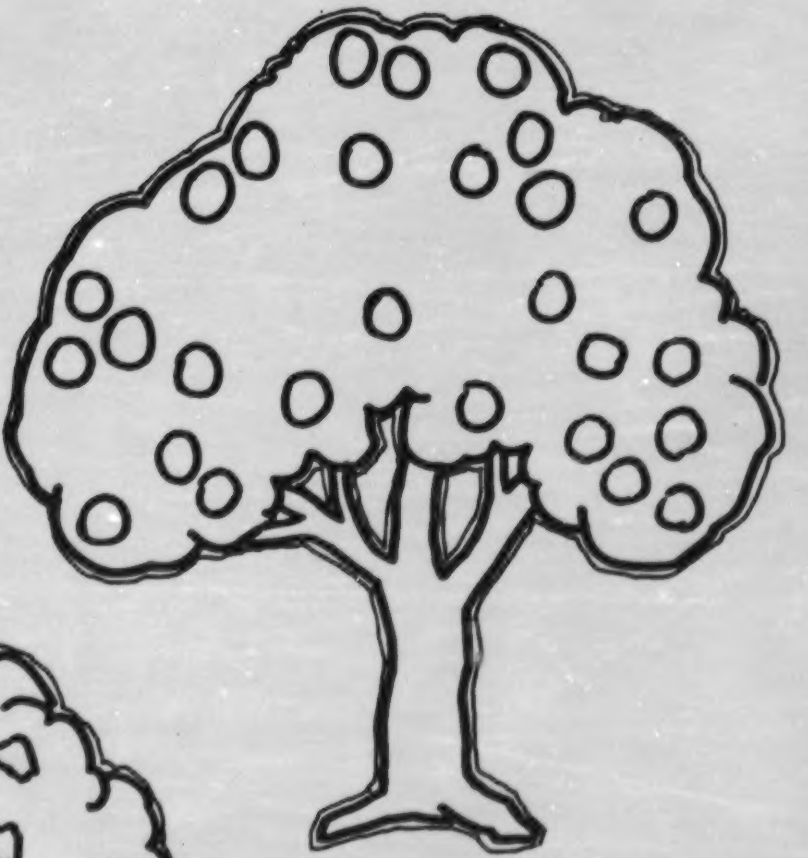
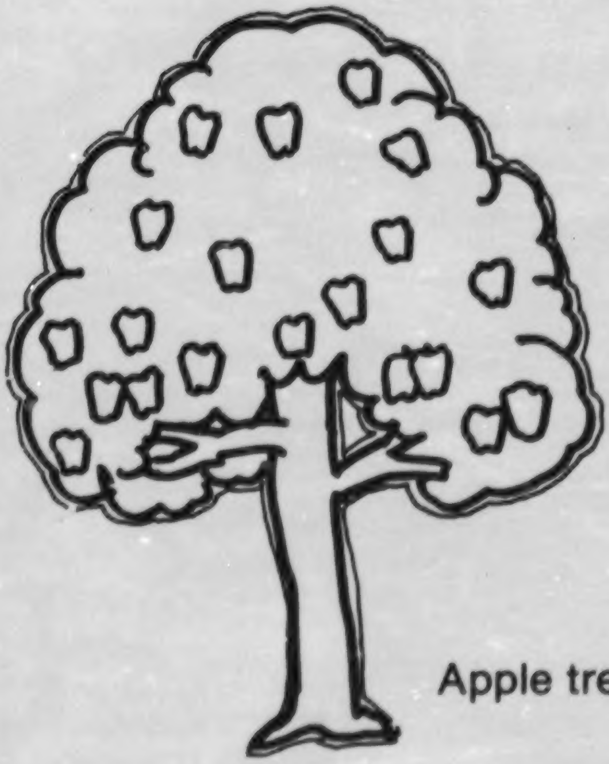
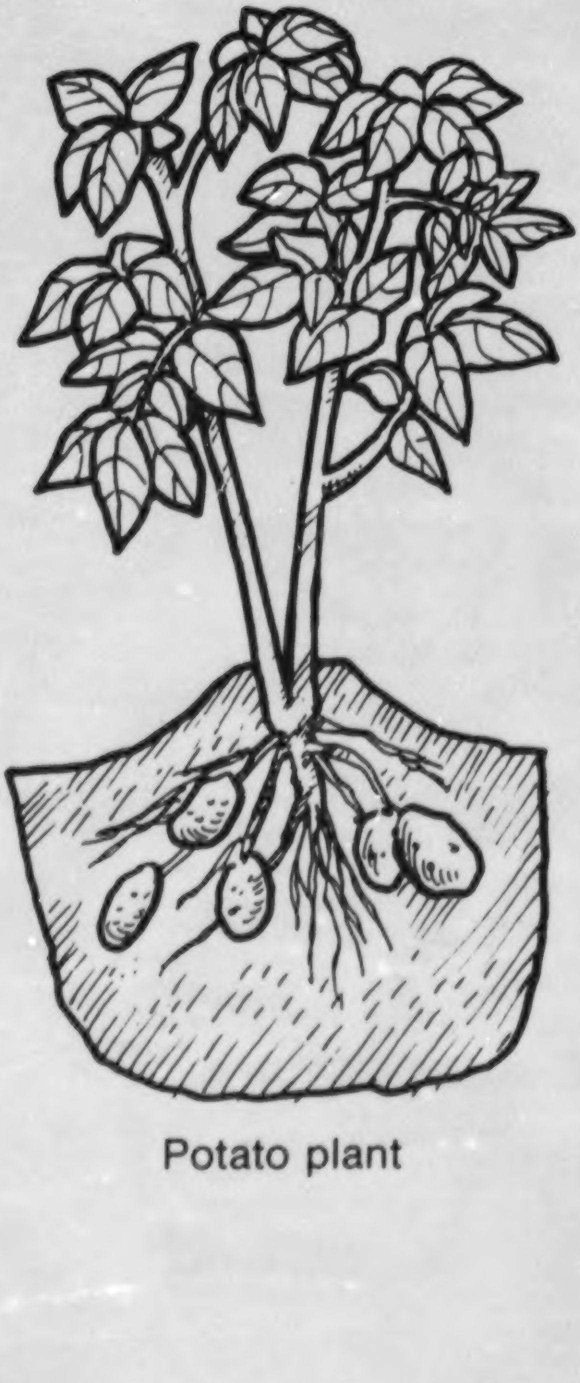


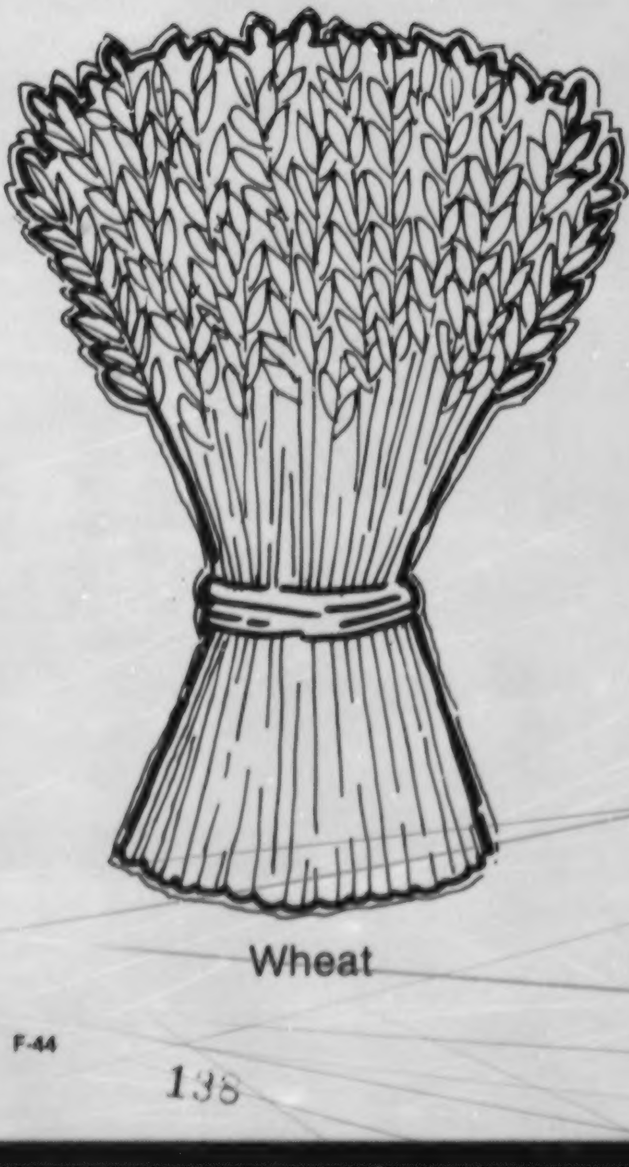
Orange tree



Apple tree



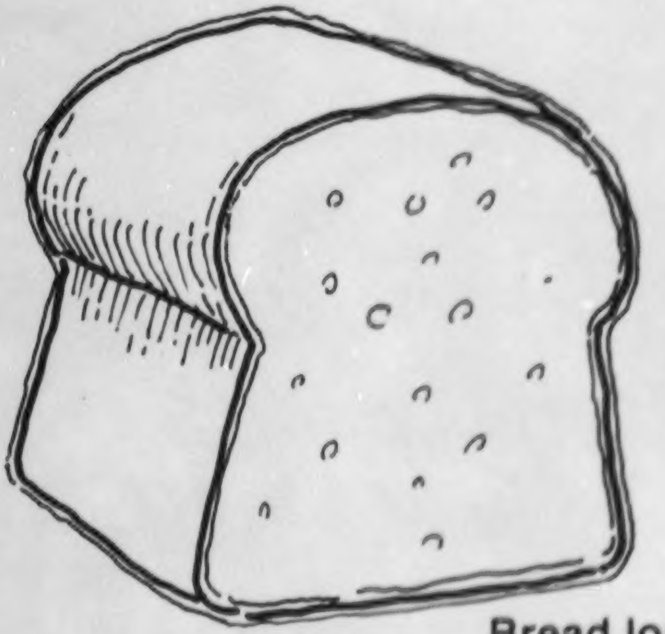
Potato plant



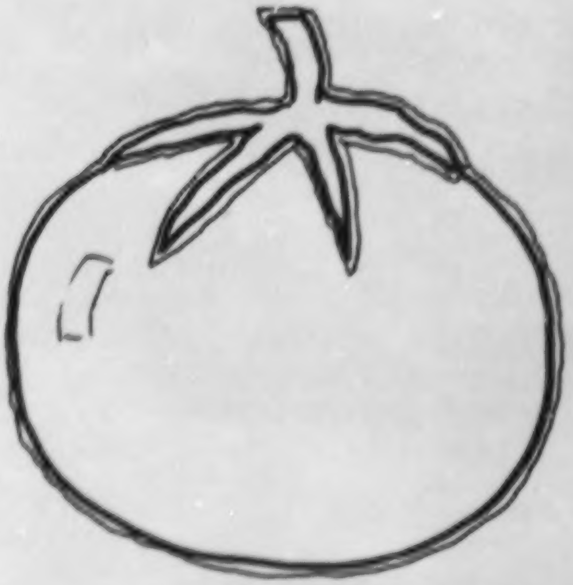
Wheat

Pictures of Foods from Plants

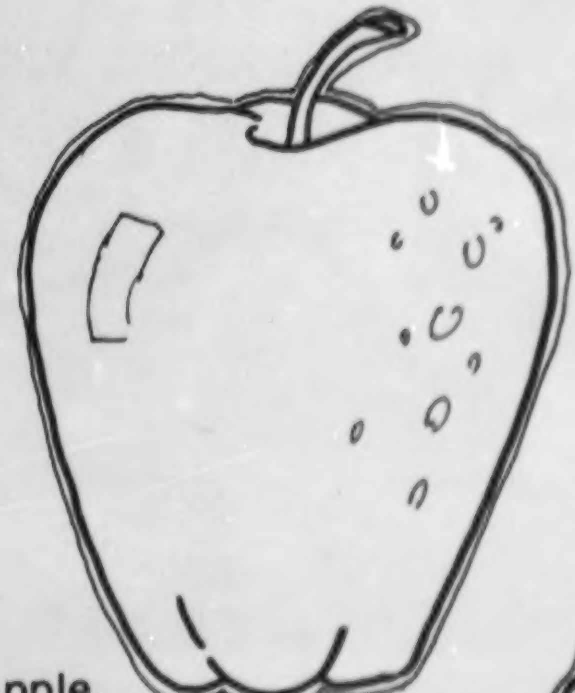
Directions: Color appropriately. Cut out each food and mount on heavy paper.



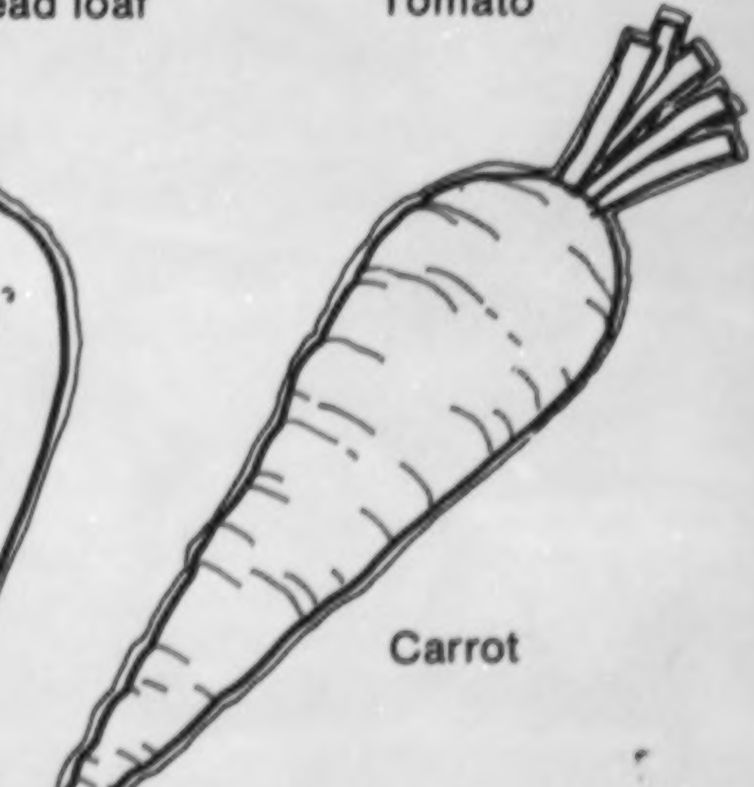
Bread loaf



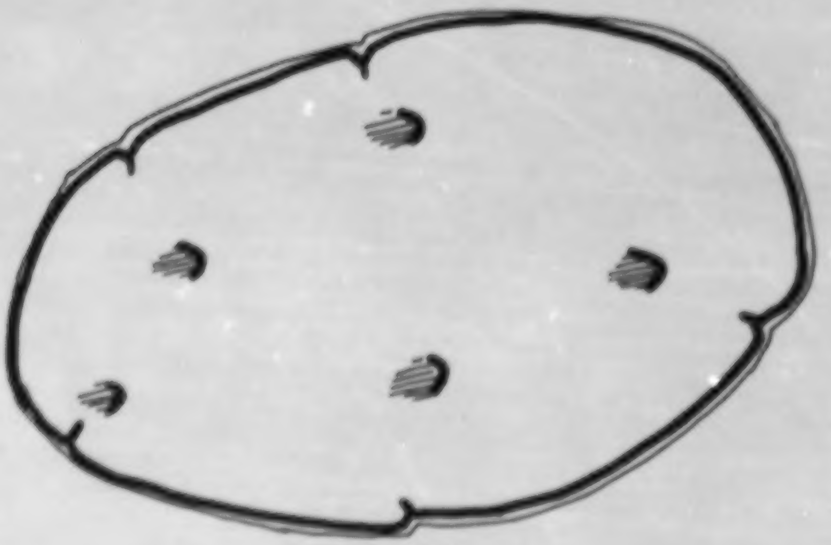
Tomato



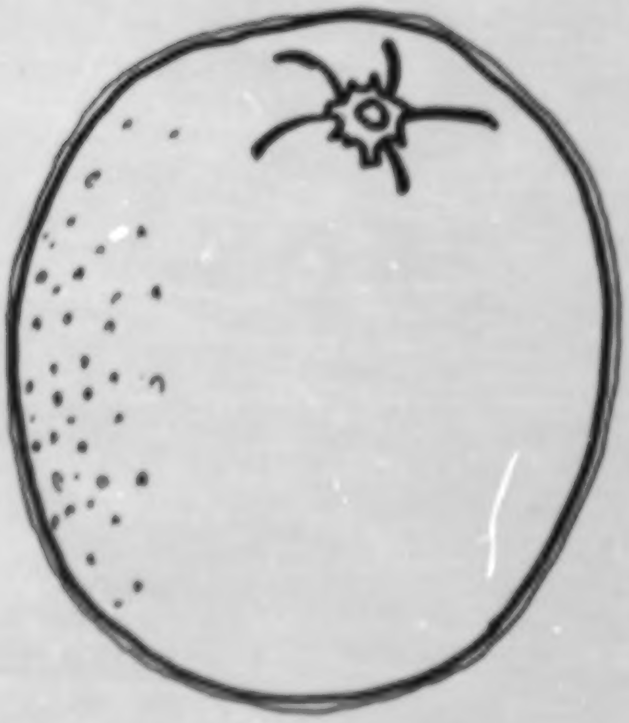
Apple



Carrot



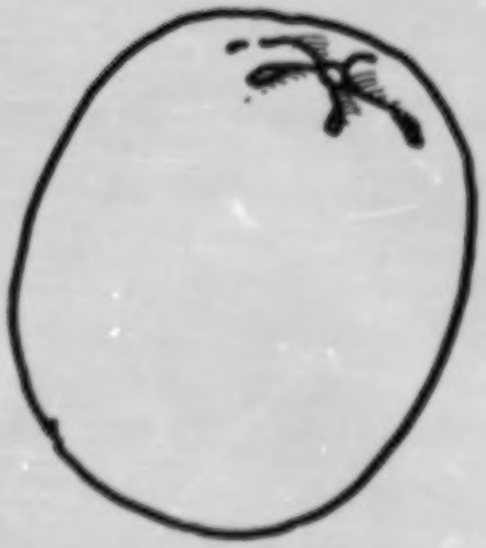
Potato



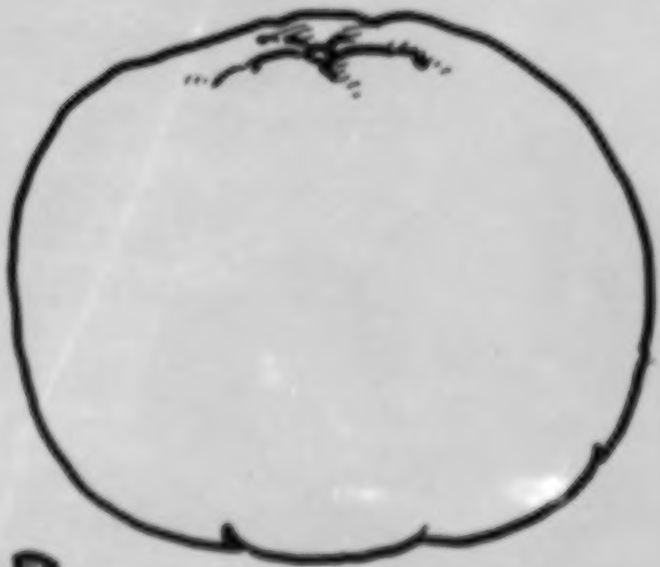
Orange

Pictures for the "Apple Tree" Chant

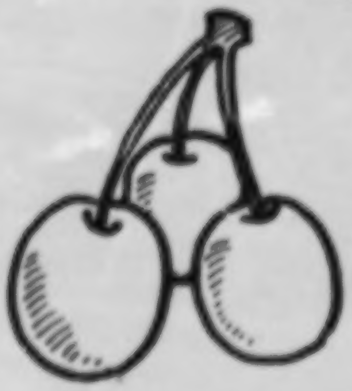
Directions are on page 18.



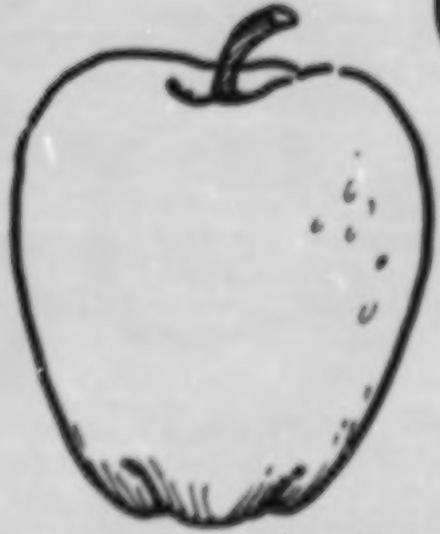
Orange



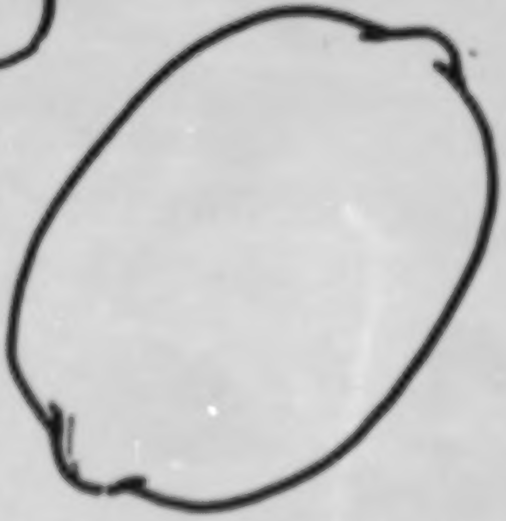
Grapefruit



Cherries



Apple



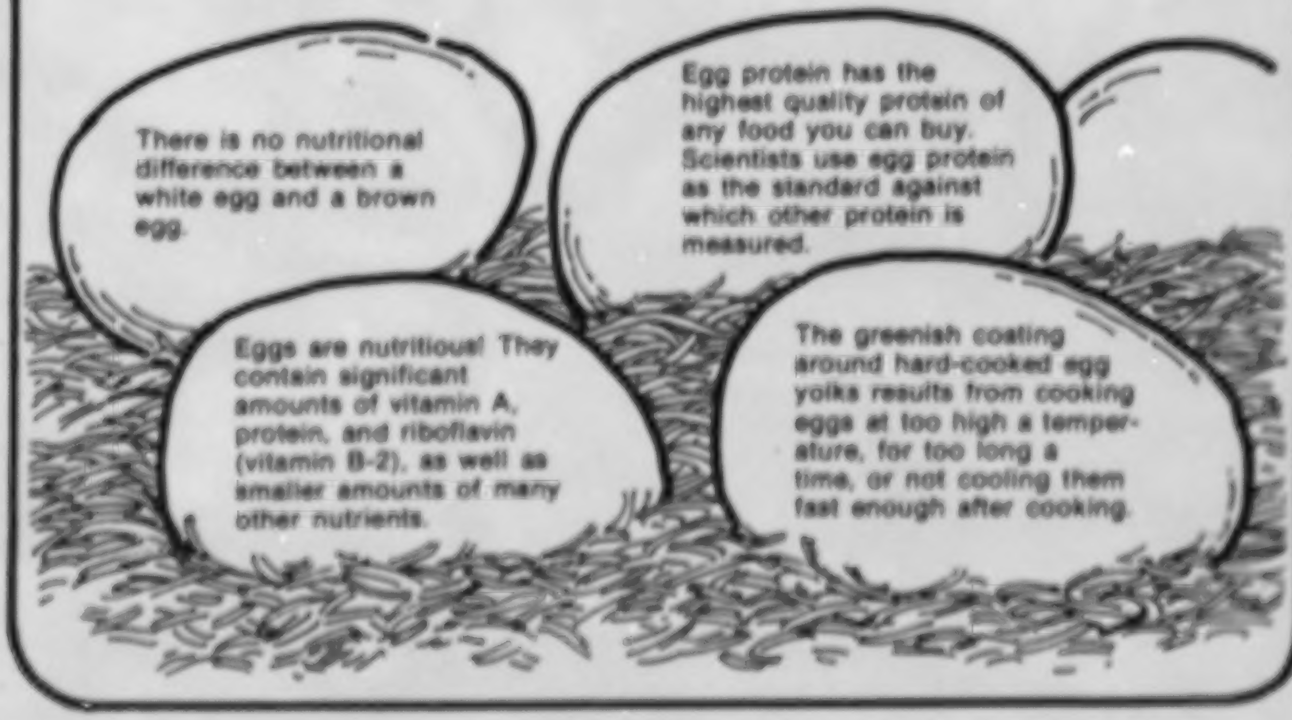
Lemon

Name ______________________

Egg Snacks Recipe

Today in school I made Egg Snacks. Could we make some at home?

1. Place eggs in saucepan and add enough cold water to the pan to cover the eggs by one inch (2.54 cm). Cover the pan with a lid. Bring the water to a boil and then remove the pan from the heat. Let the eggs remain in the hot water for 20 minutes.
2. Remove the eggs from the saucepan and cool quickly in cold water.
3. Peel the eggs and cut in half lengthwise.
4. Remove the yolk and mash it with a fork.
5. Add one to two teaspoons (5 to 10 mL) of mayonnaise to the yolk and mix well.
6. Put the egg yolk into the egg white halves and eat!



There is no nutritional difference between a white egg and a brown egg.

Egg protein has the highest quality protein of any food you can buy. Scientists use egg protein as the standard against which other protein is measured.

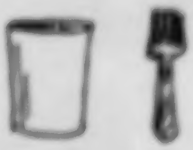
Eggs are nutritious! They contain significant amounts of vitamin A, protein, and riboflavin (vitamin B-2), as well as smaller amounts of many other nutrients.

The greenish coating around hard-cooked egg yolks results from cooking eggs at too high a temperature, for too long a time, or not cooling them fast enough after cooking.

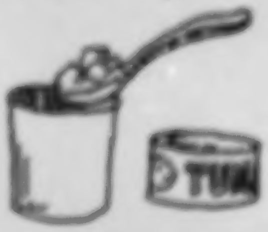
Name ______________________

Tuna Cracker Crunch

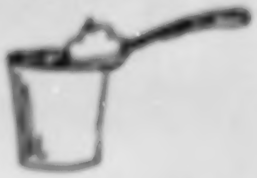
1. Take a cup and fork.



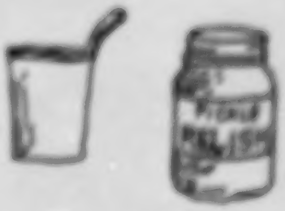
2. Put a small bit of plain tuna in the cup.



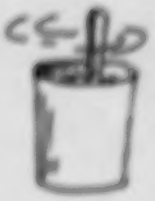
3. Add a little mayonnaise to the cup.



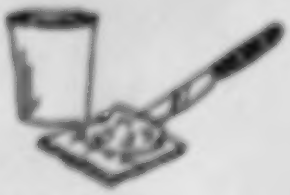
4. Add a few pieces of pickle relish.



5. Stir the tuna with the fork.



6. Take a cracker and spread the tuna on it.



7. Eat the tuna cracker. Crunch!

____

Name

The Bread Song

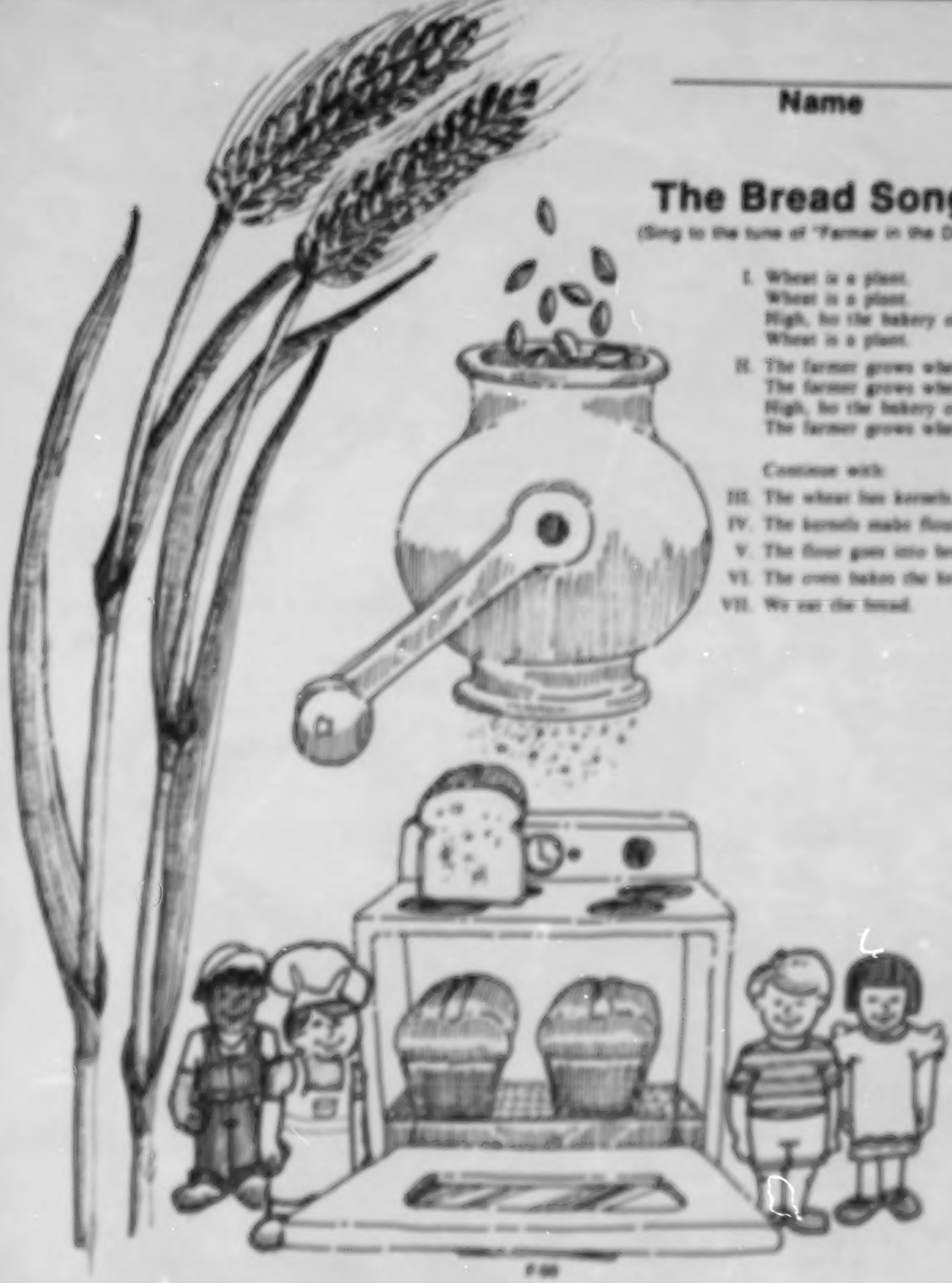
(Sing to the tune of "Farmer in the Dell.")

I. Wheat is a plant.
Wheat is a plant.
High, ho the bakery oh,
Wheat is a plant.

II. The farmer grows wheat.
The farmer grows wheat.
High, ho the bakery oh,
The farmer grows wheat.

Continue with:

III. The wheat has kernels.
IV. The kernels make flour.
V. The flour goes into bread.
VI. The oven bakes the bread.
VII. We eat the bread.

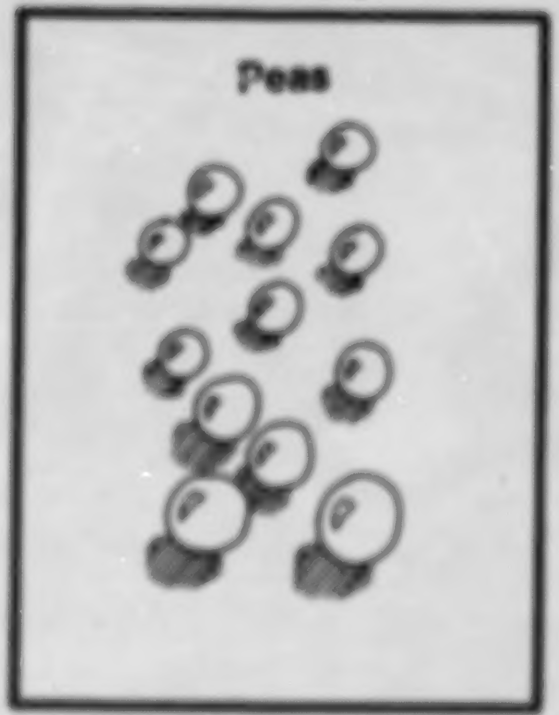


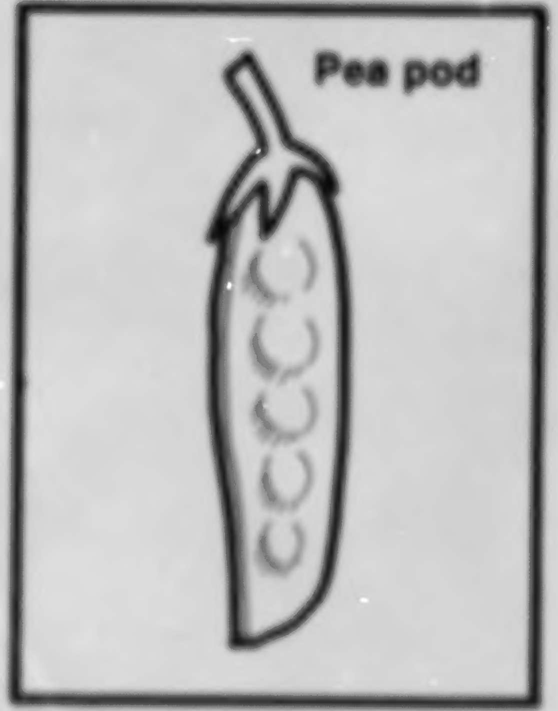
Food Source Flash Cards

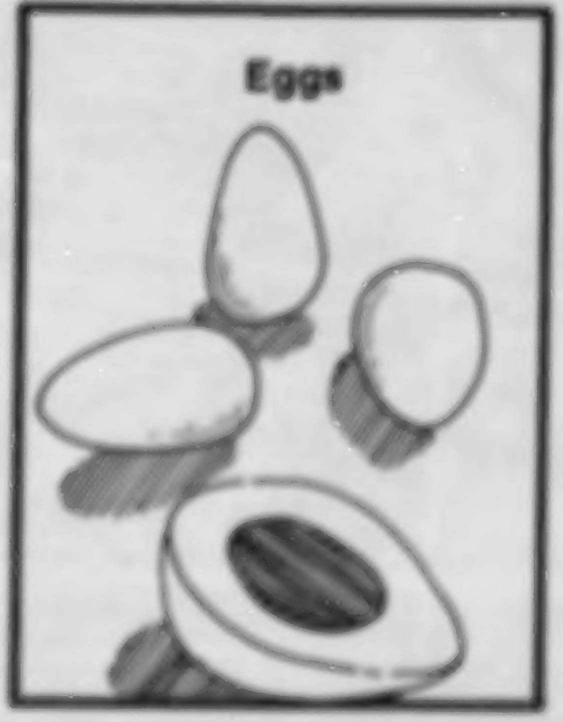
Color the cards and cut them out along the solid lines. Glue the cards from column one on tagboard. Glue the corresponding cards from column two on the back and laminate the cards.

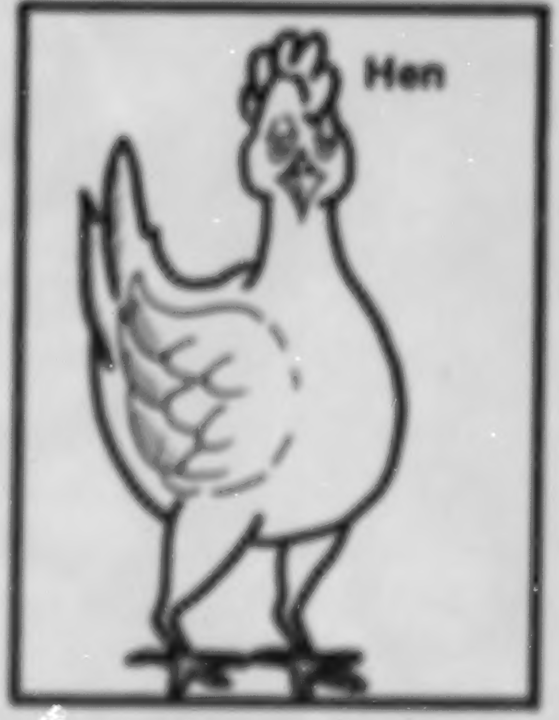
Column One

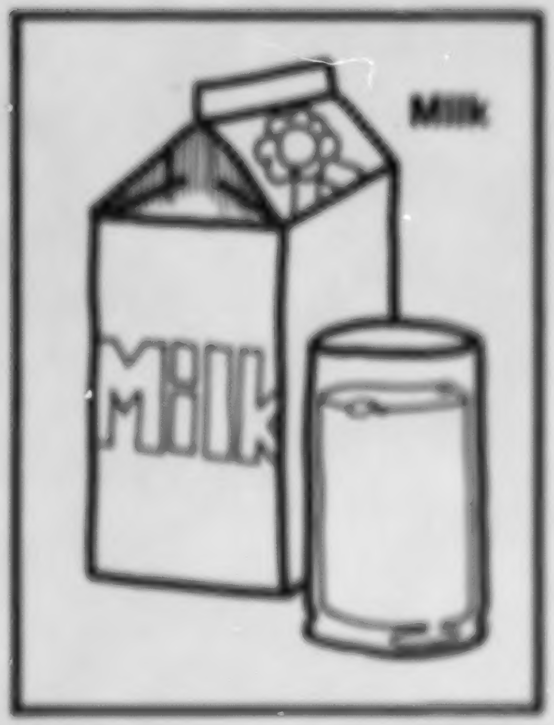
Column Two

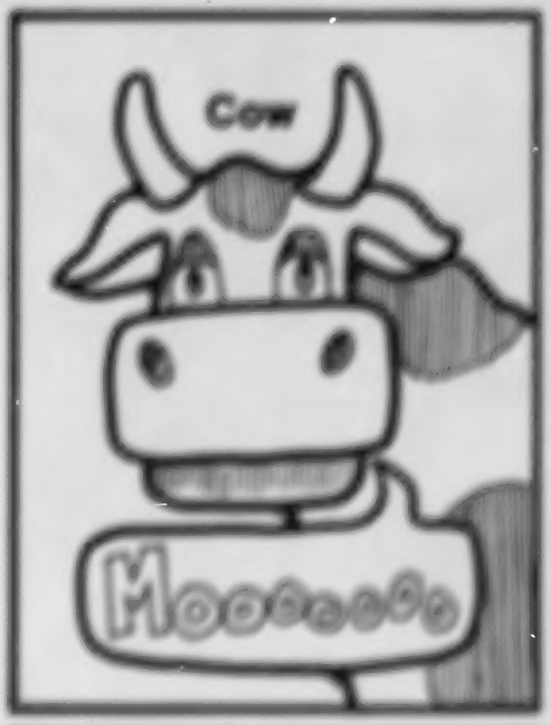


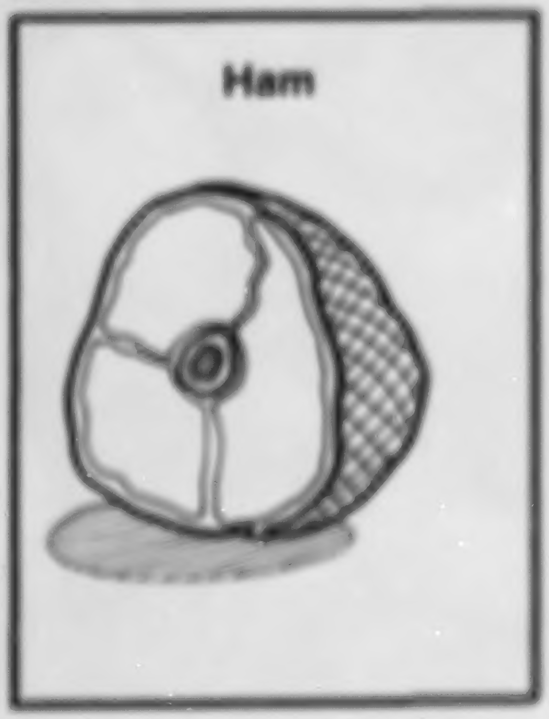


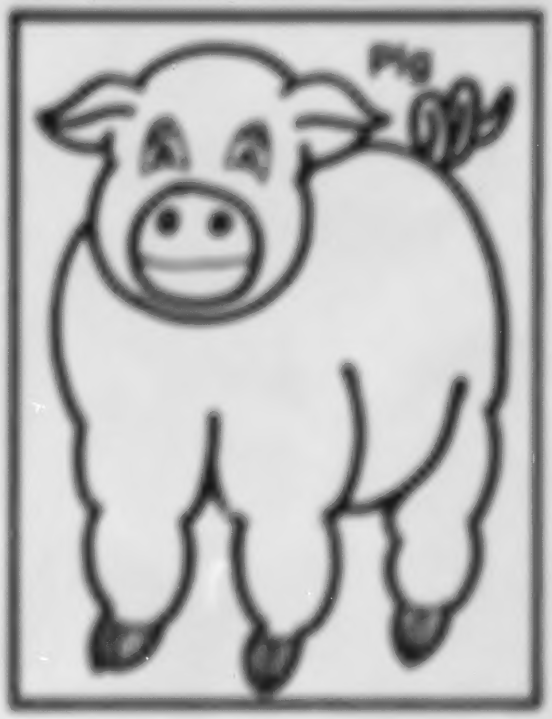


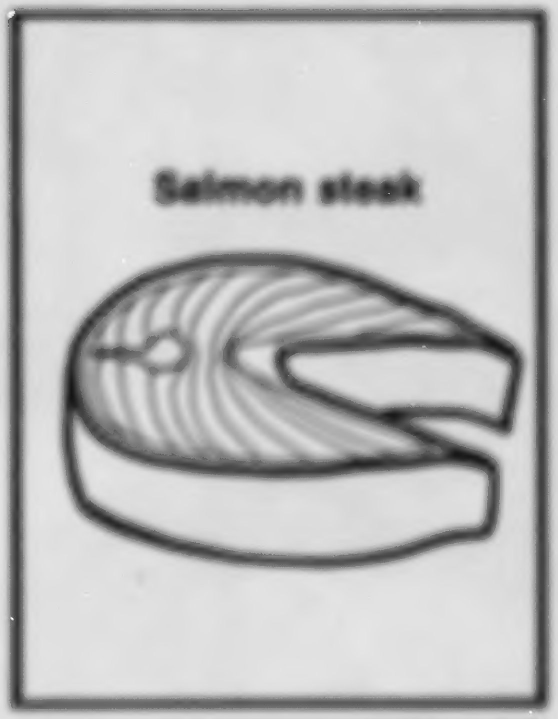


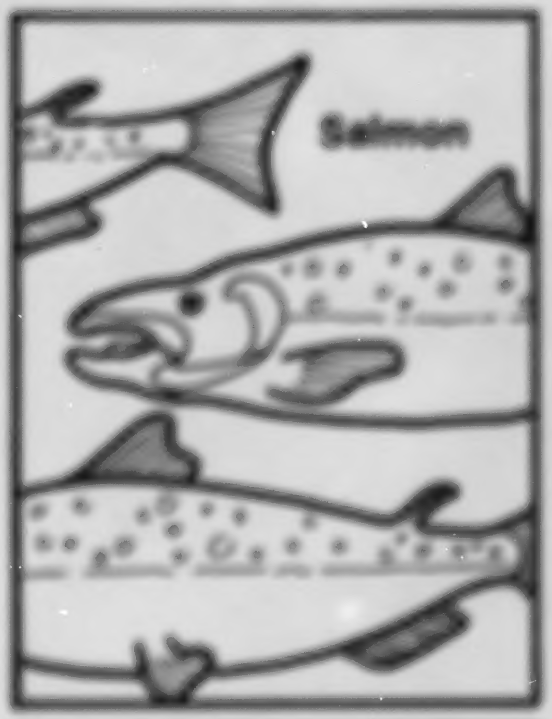

Milk
Milk

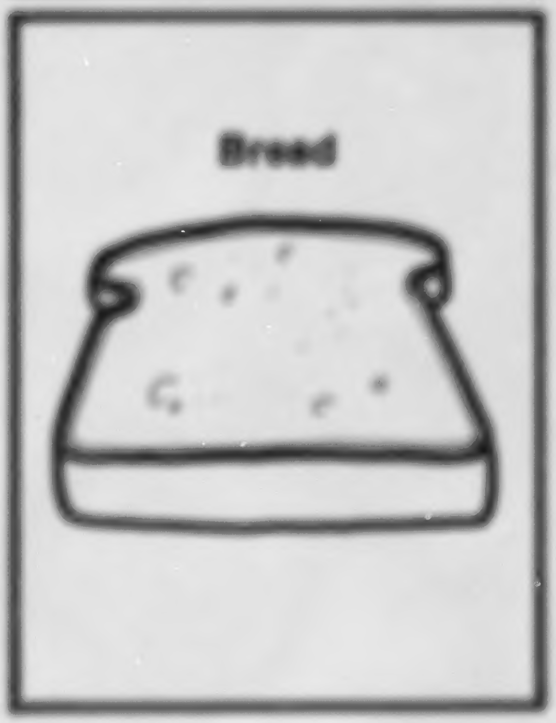

Cow
Moooooooo

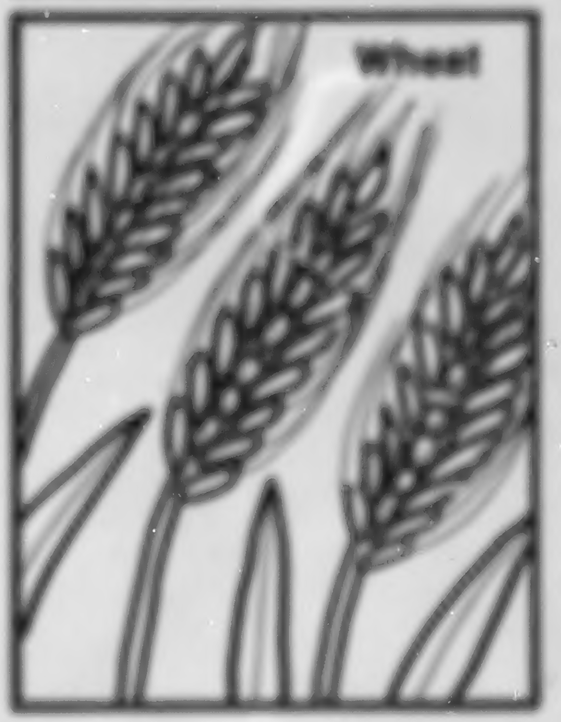

Ham

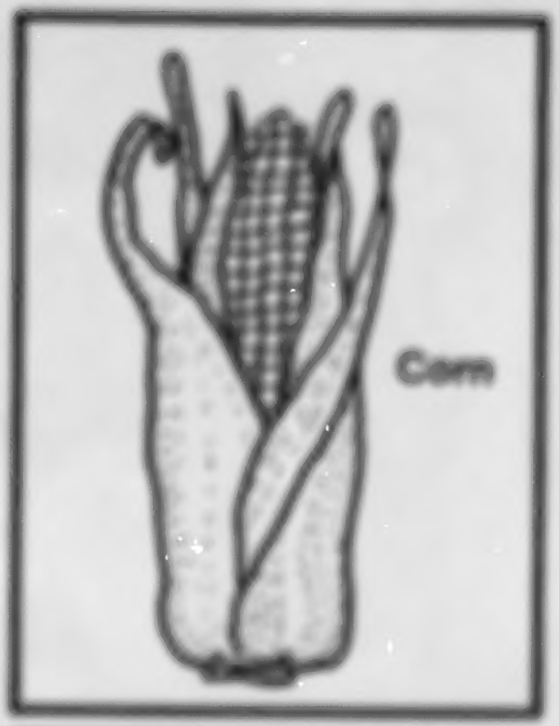

Pig

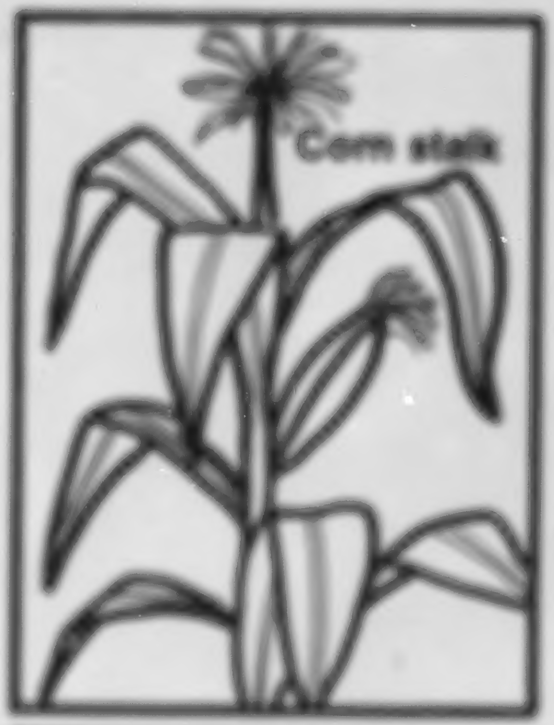

Salmon steak

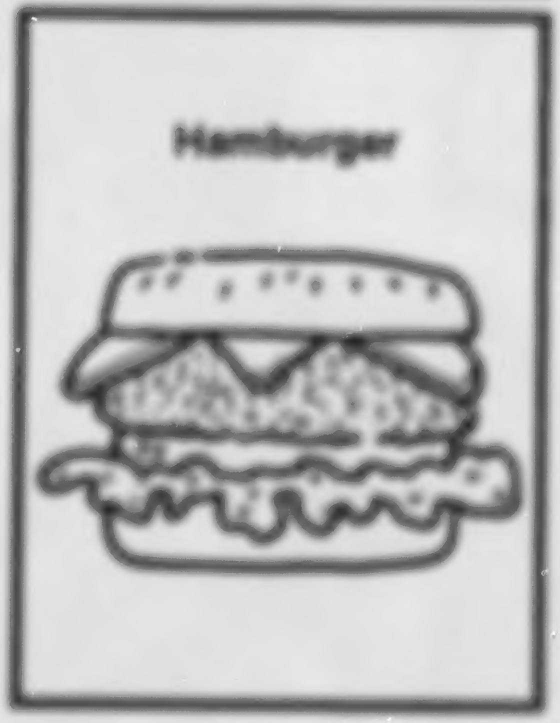

Salmon

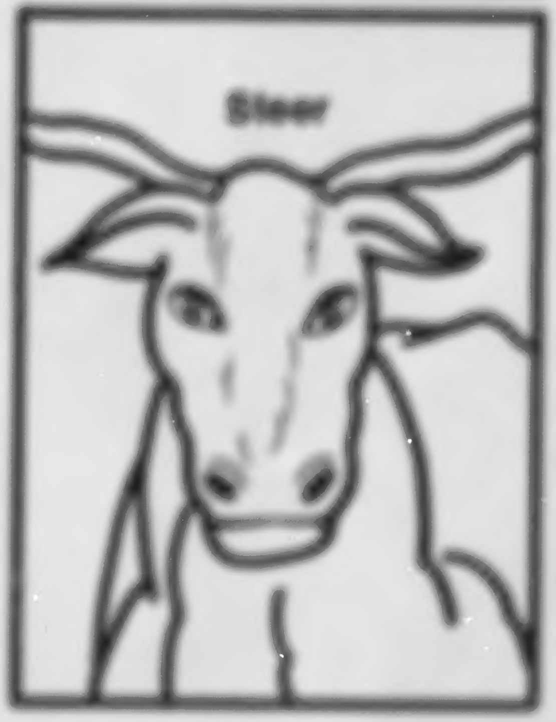

Bread


Wheat

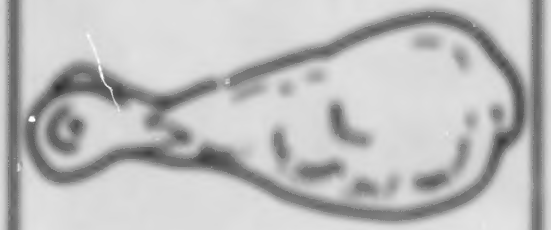

Corn


Corn stalk

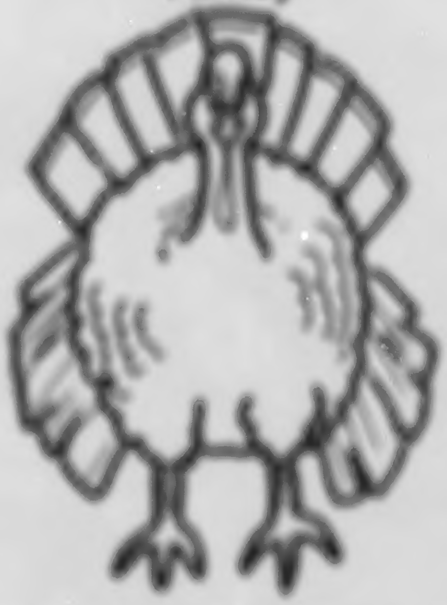

Hamburger

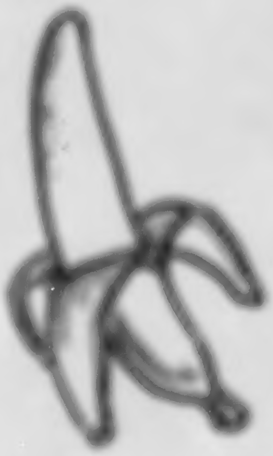

Steer

Drumstick

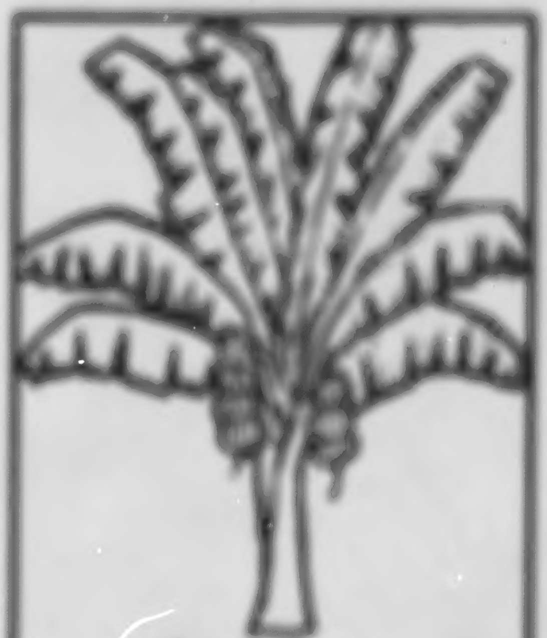


Turkey





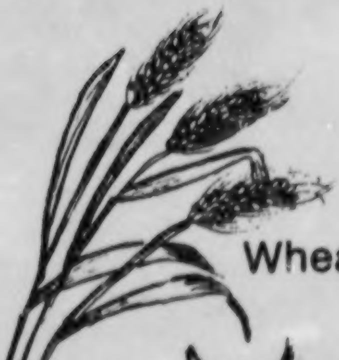
Banana

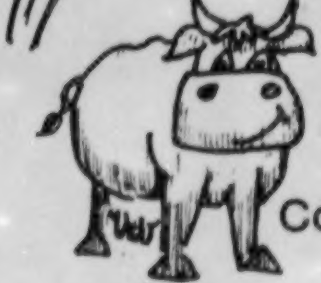


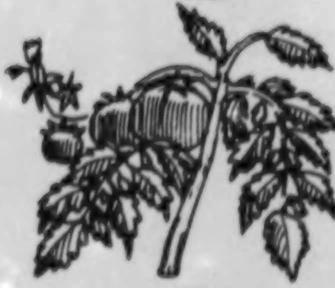
Banana tree

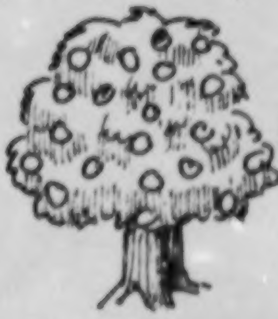
Name ______________________________

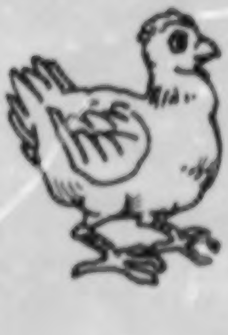
Food Source Cross Match

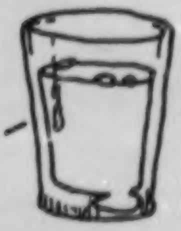

Wheat

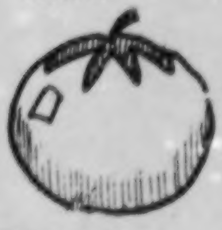

Cow

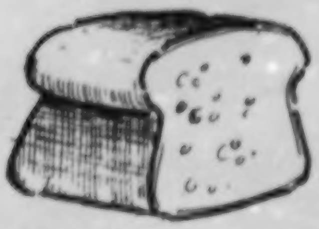

Tomato plant

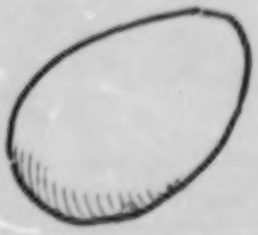

Apple tree

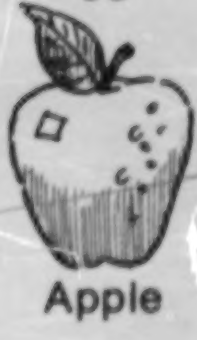

Chicken


Milk


Tomato


Bread

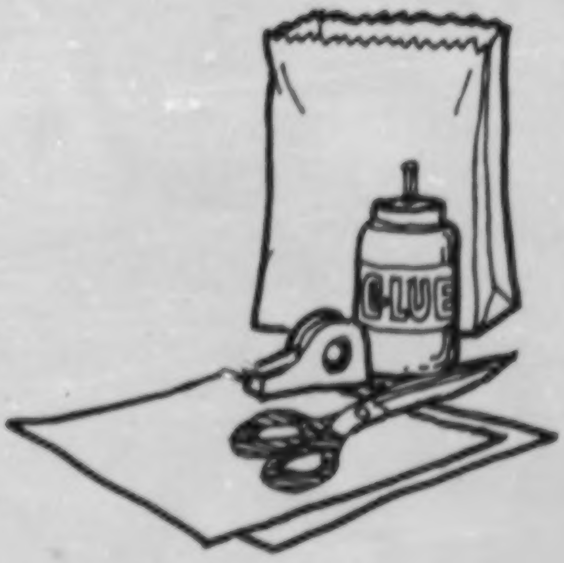

Egg


Apple

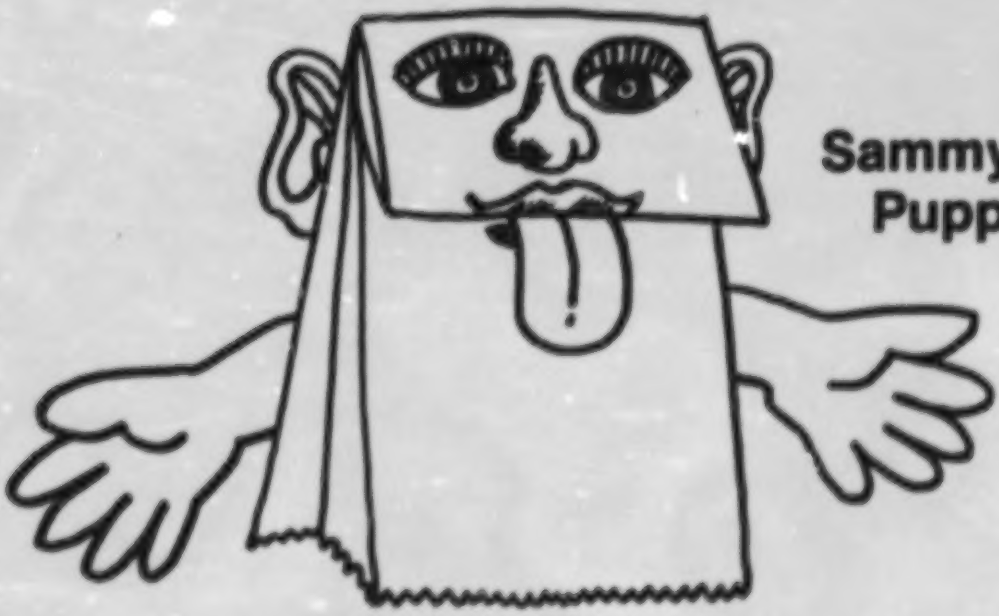
Directions for Making Sammy Senses Puppet

The following materials are needed:

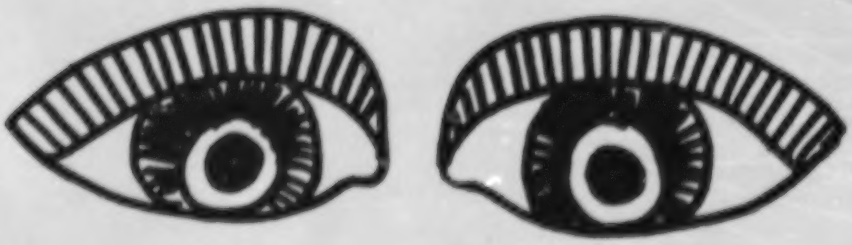
- One paper bag
- Construction paper
- Glue
- Tape
- Scissors
- Patterns on pages F-58 and F-59

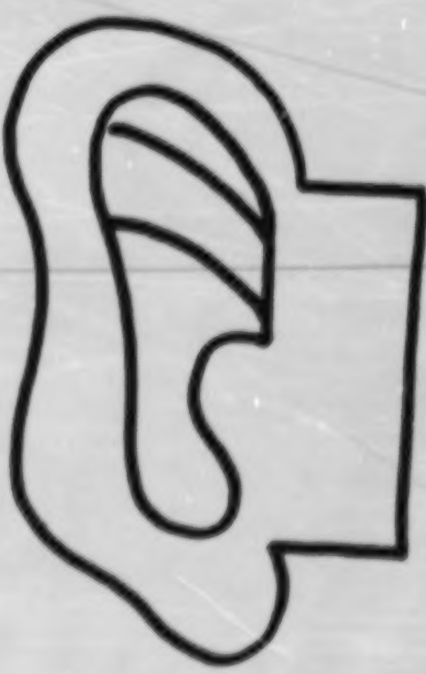


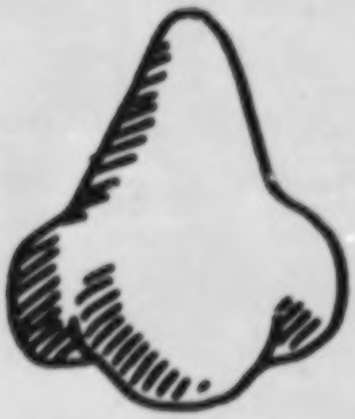
1. Cut out the following features:
   - Two eyes
   - One nose
   - One mouth
   - One tongue
   - Two ears
   - Two hands
2. Glue on the mouth only.
3. Glue, tape, or staple the other features onto the bag as the children mention them.

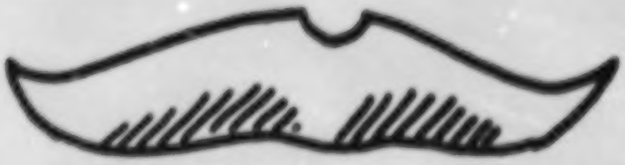


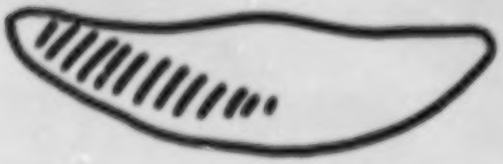
Sammy Senses Puppet

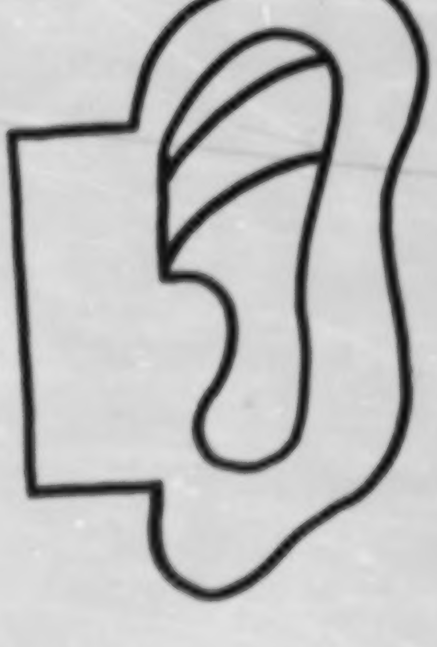


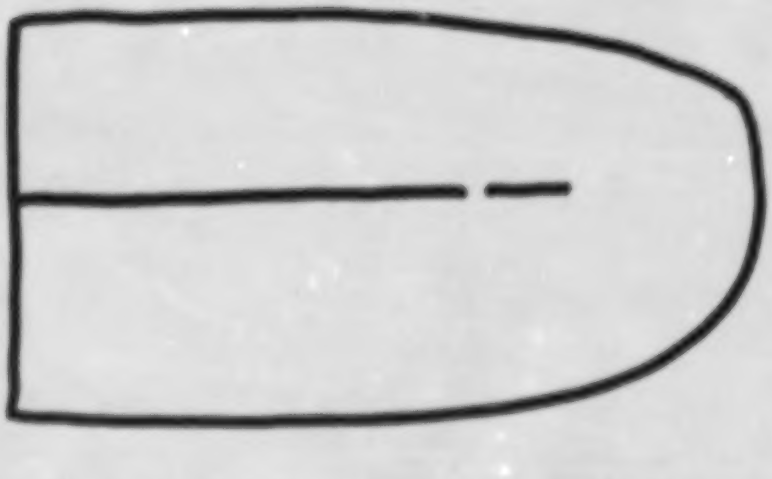






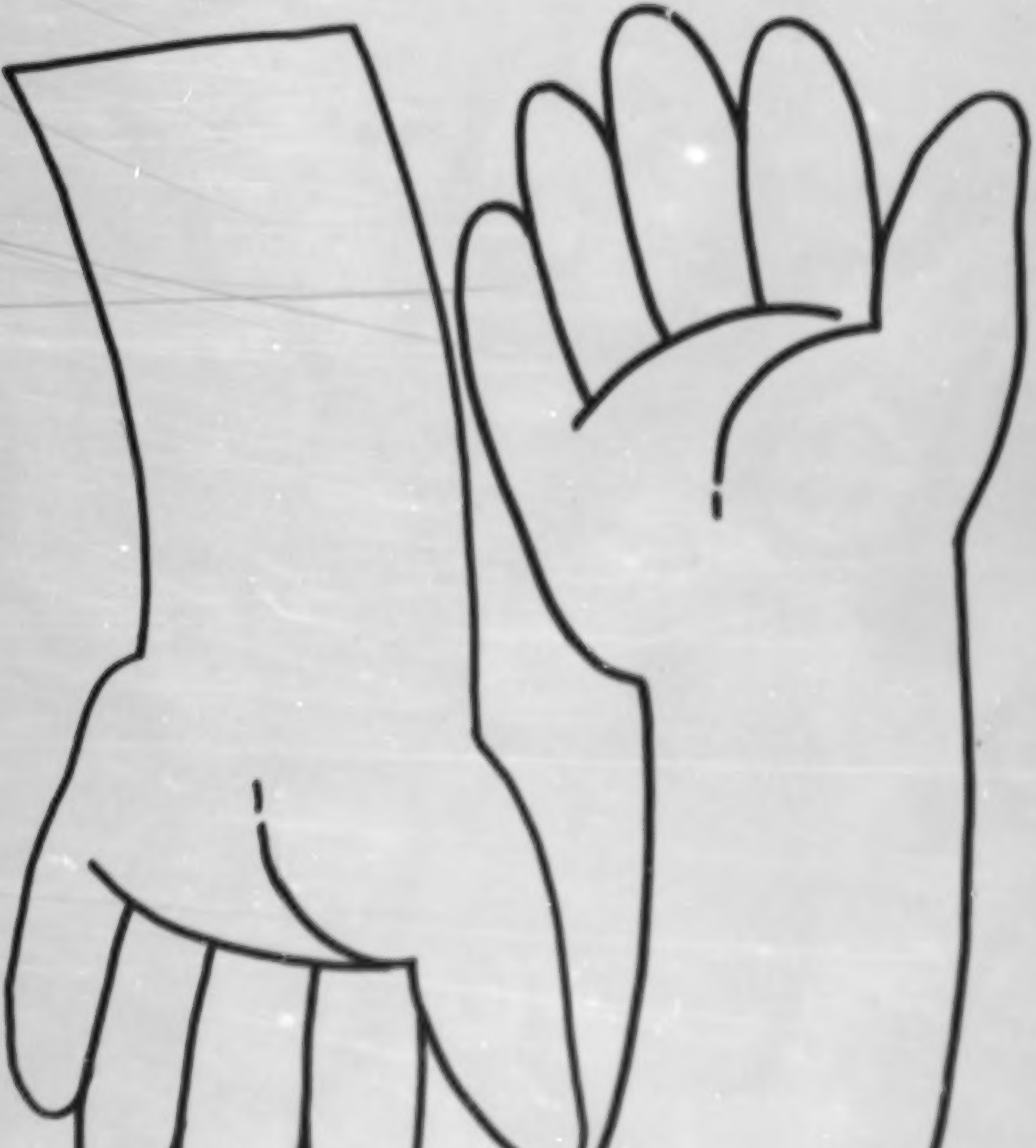




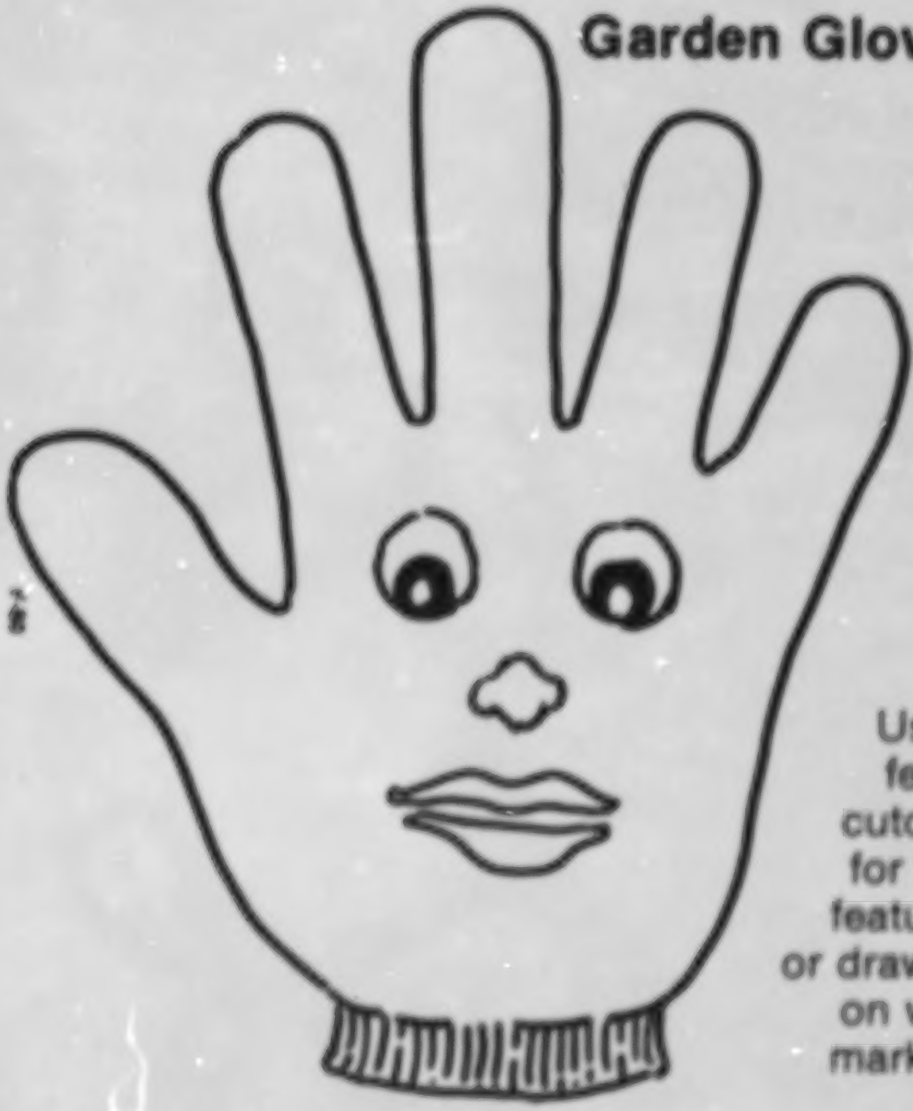


F-58

1

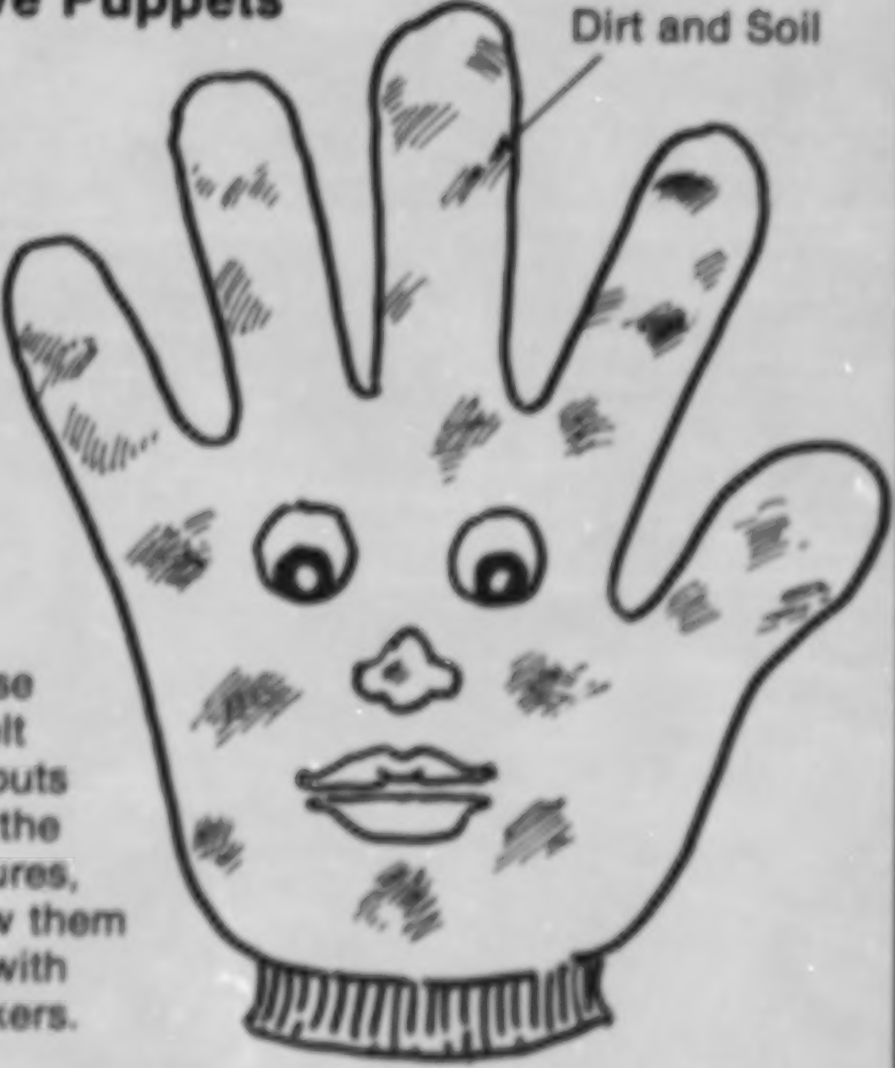


Garden Glove Puppets



Anna/Allen

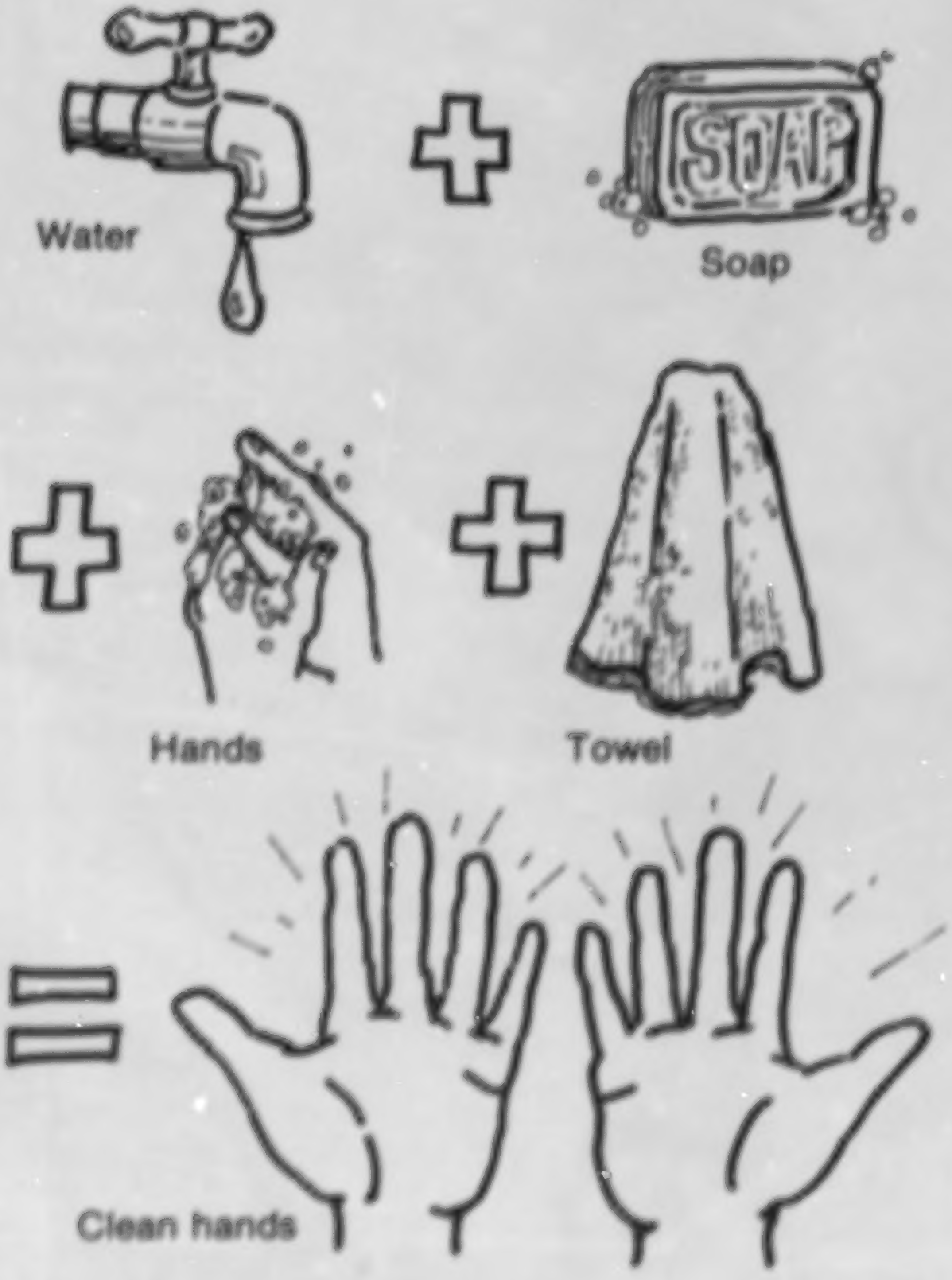
Use
felt
cutouts
for the
features,
or draw them
on with
markers.


Dirt and Soil

Amy/Andy

Name ______________________

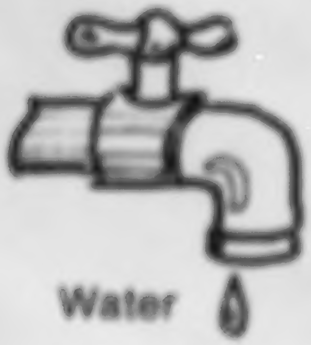
Clean Hands Equation


SOAP
Water
Soap
Hands
Towel
Clean hands

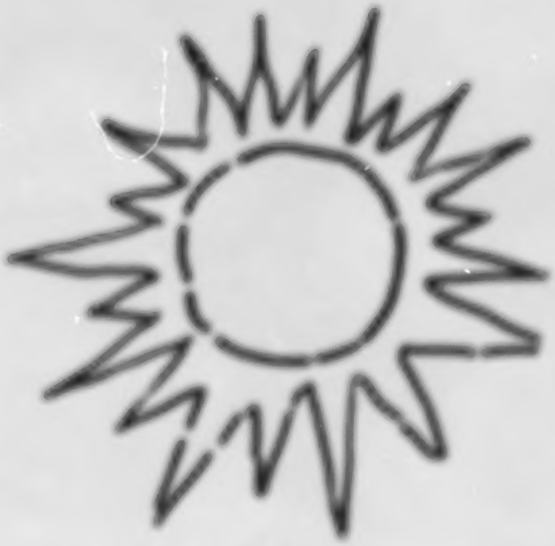
Name ______________________

Clean Hands

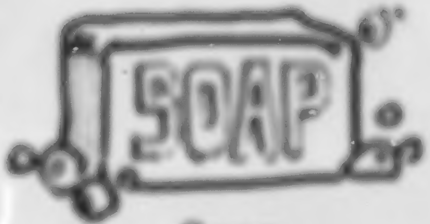
Circle the things needed for clean hands.



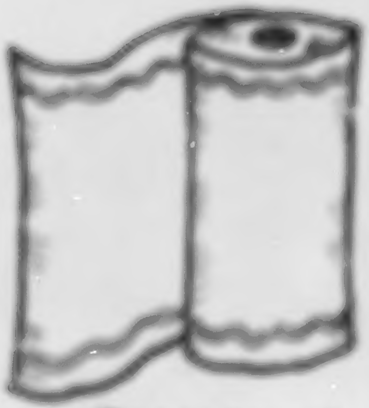
Water



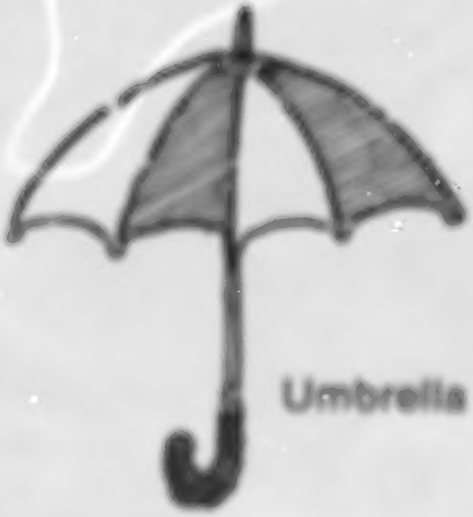
Sun



Soap



Paper towel

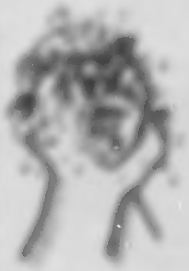
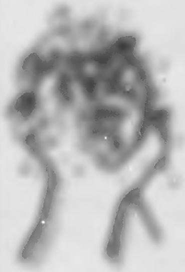


Umbrella

Name ______________________

Coloring Hands

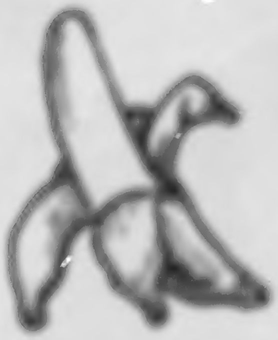
Color me when you wash your hands.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before breakfast					
Before lunch					
Before dinner					

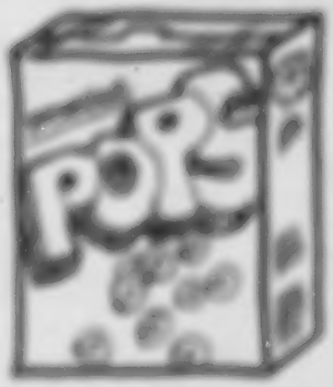
Name ______________________________

Fresh and Clean Foods

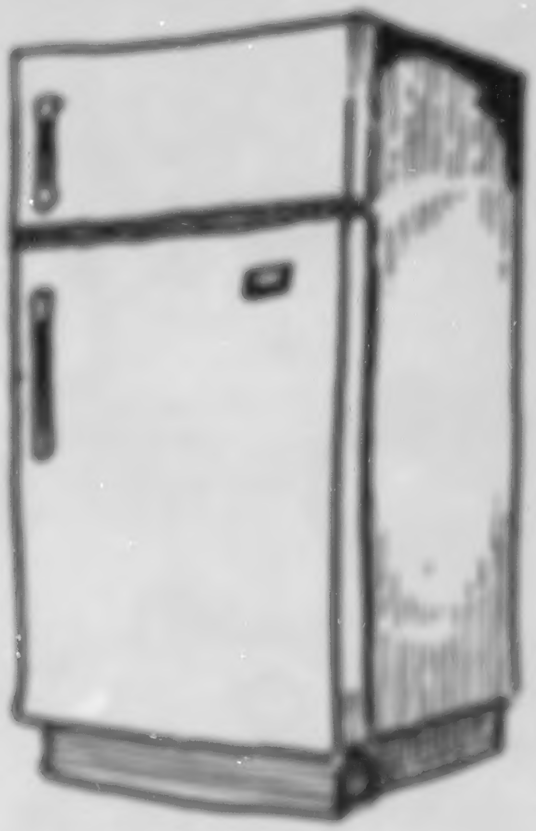
Directions: Ask students to circle the pictures which show ways to keep food fresh and clean.



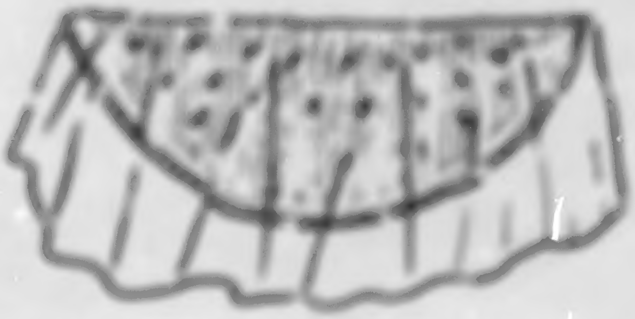
Half-peeled banana



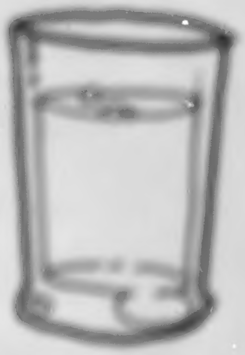
Box of cereal



Refrigerator



Piece of melon covered with plastic wrap

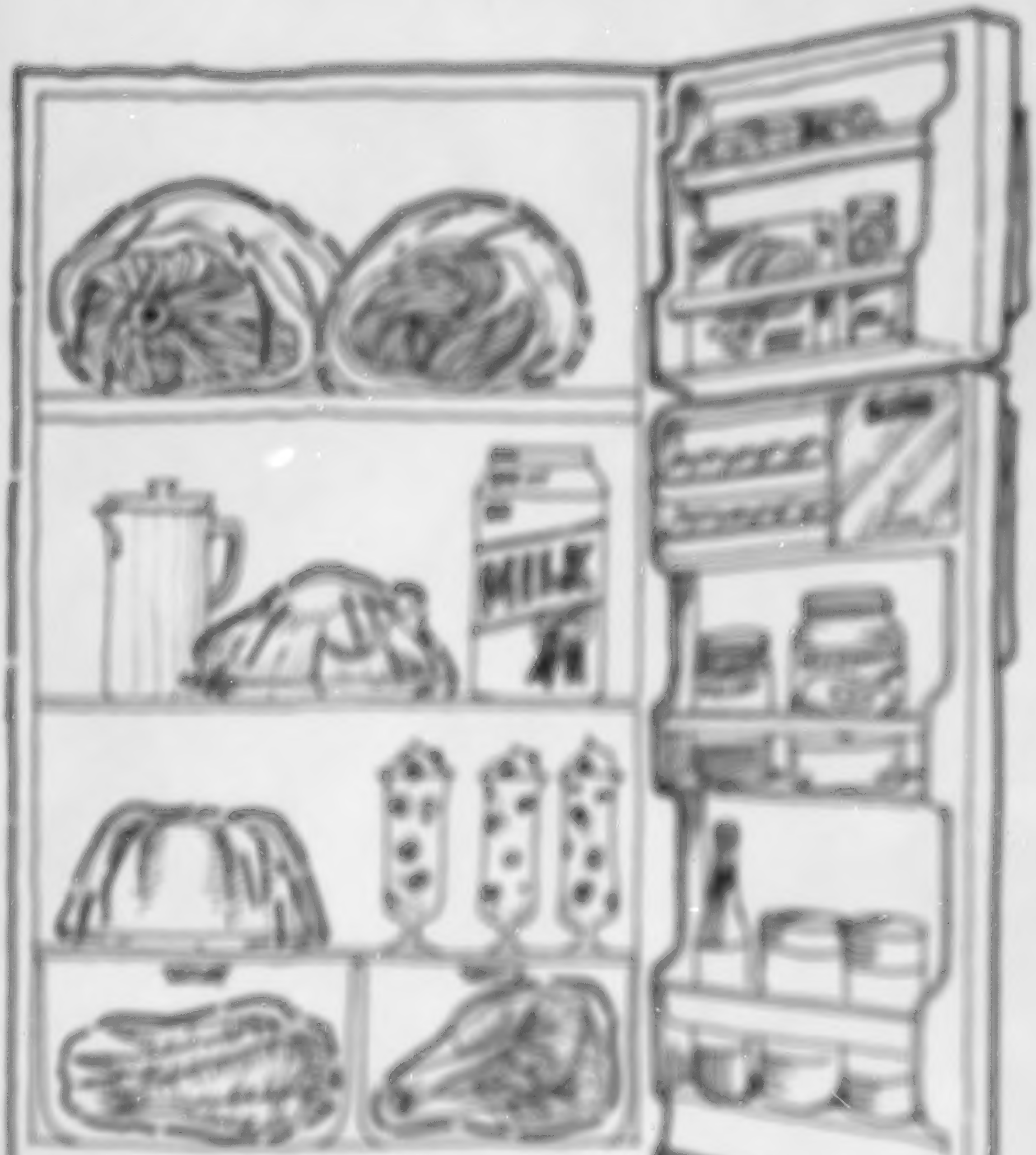


Glass of milk

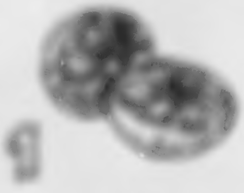
Name ______________________

The Refrigerator

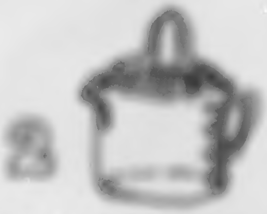
Put us in the refrigerator to keep us fresh and clean.



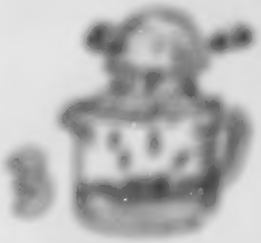
Orange Juicicles



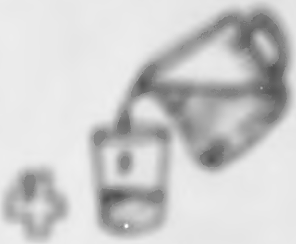
Cut orange in half.



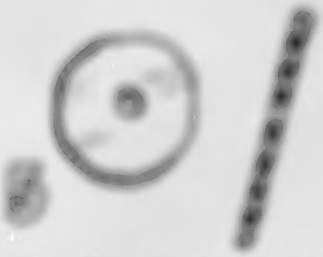
Place juicer over measuring cup.



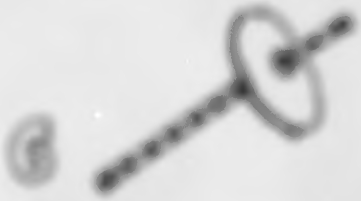
Squeeze the juice.



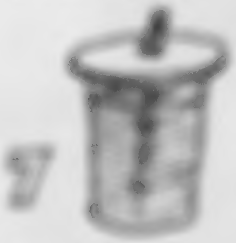
Pour juice into four-ounce (237 ml.) cup.



Make lids. Put a hole in construction paper or foil lid.

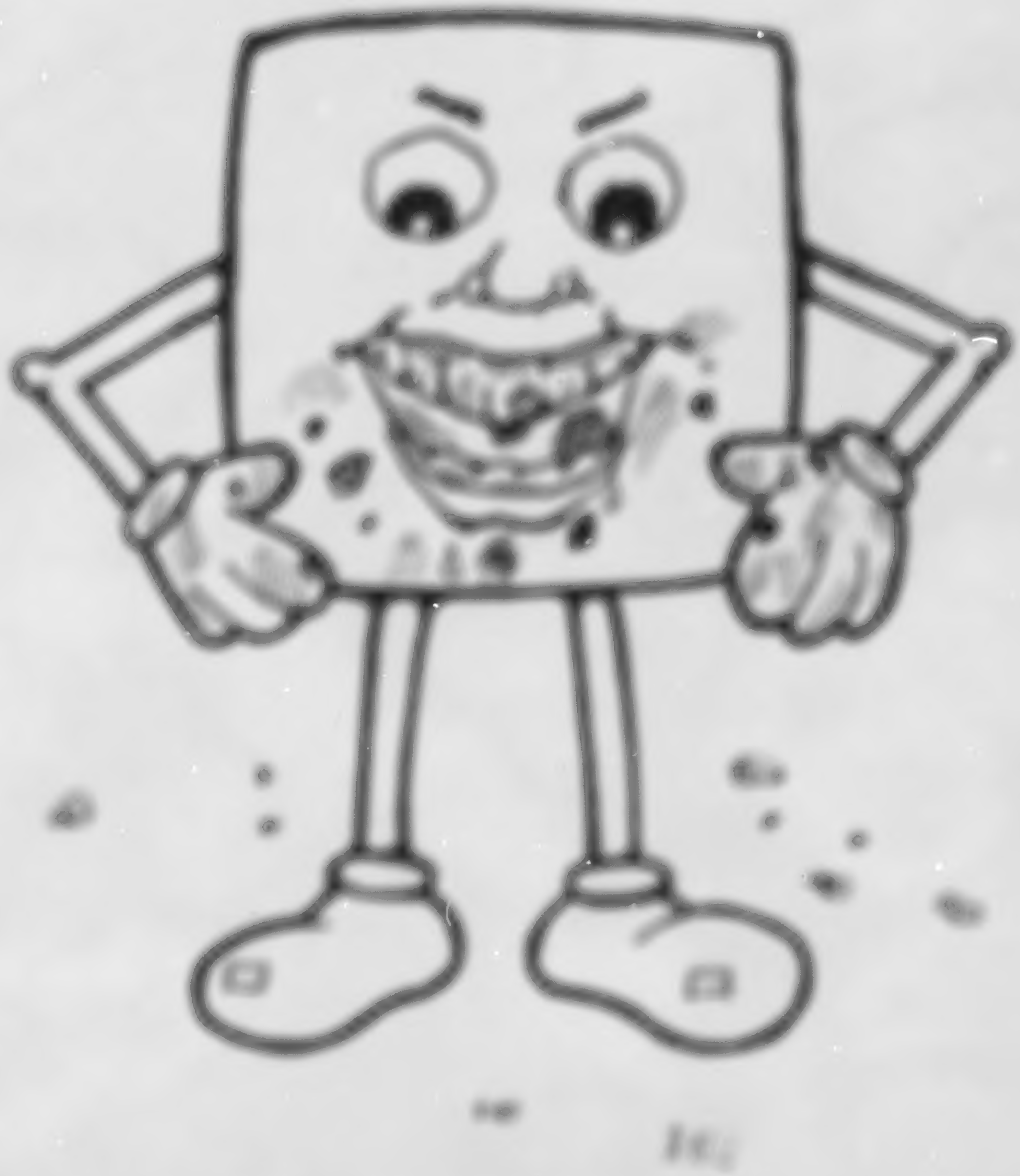


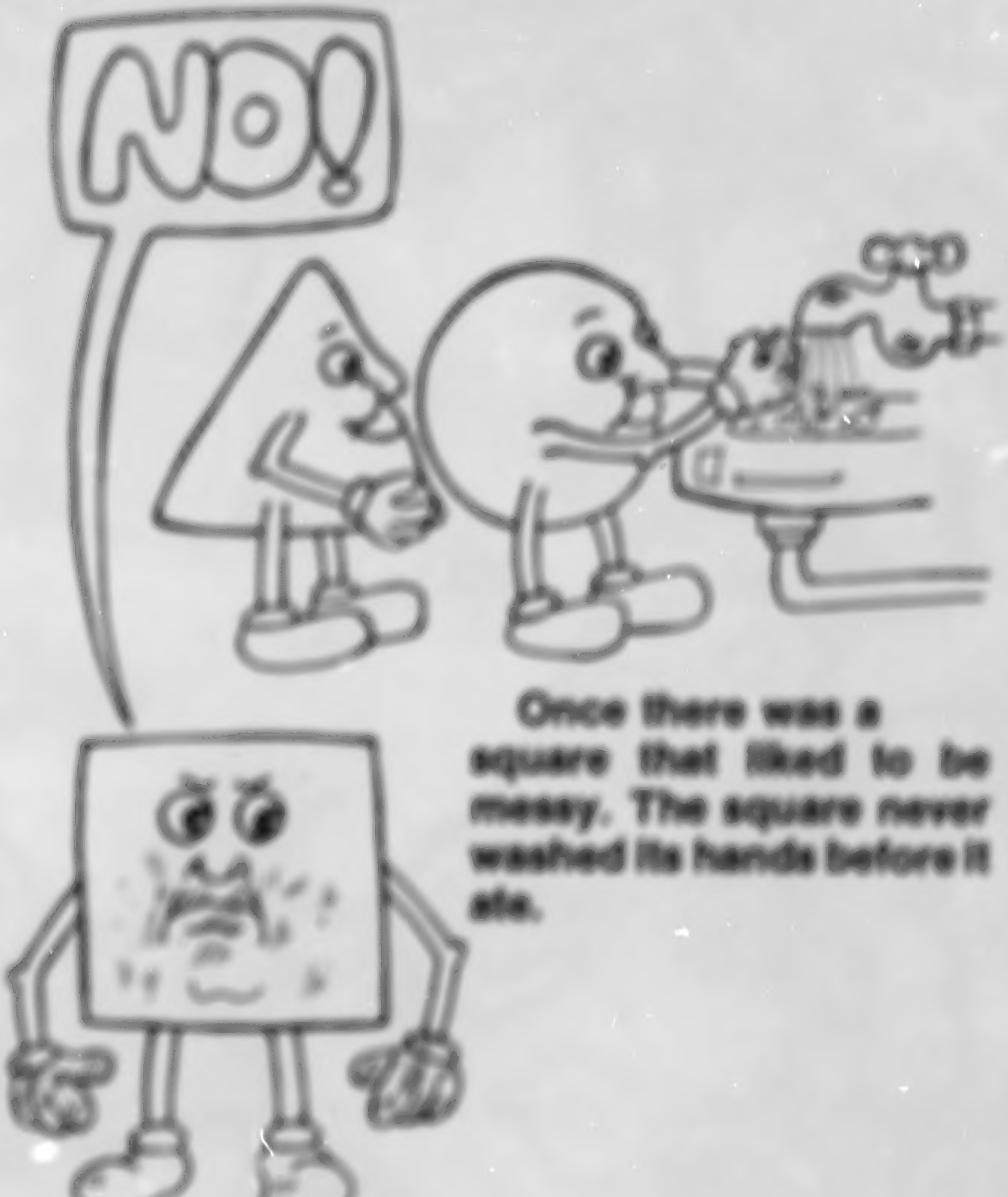
Place straw through hole in lid.



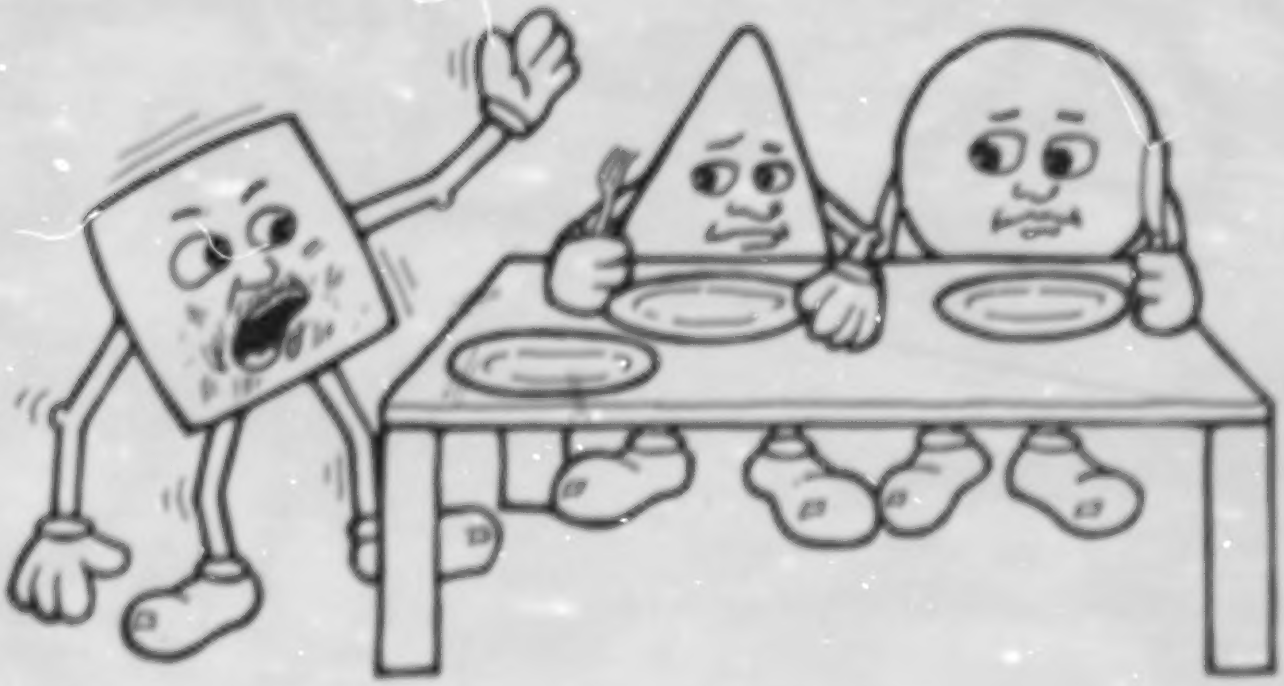
Place lid on cup and freeze.

The Square That Liked to Be Messy

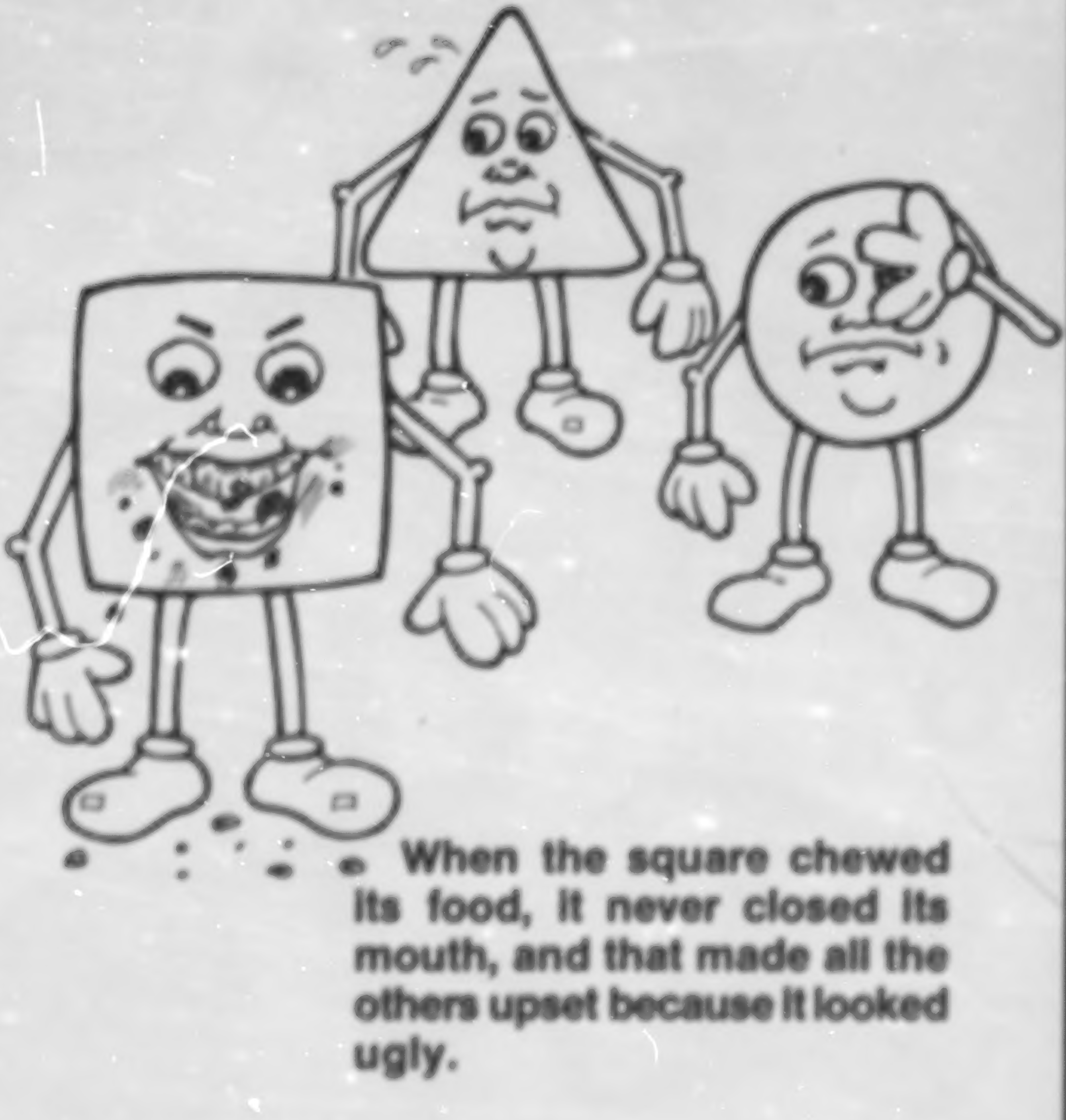




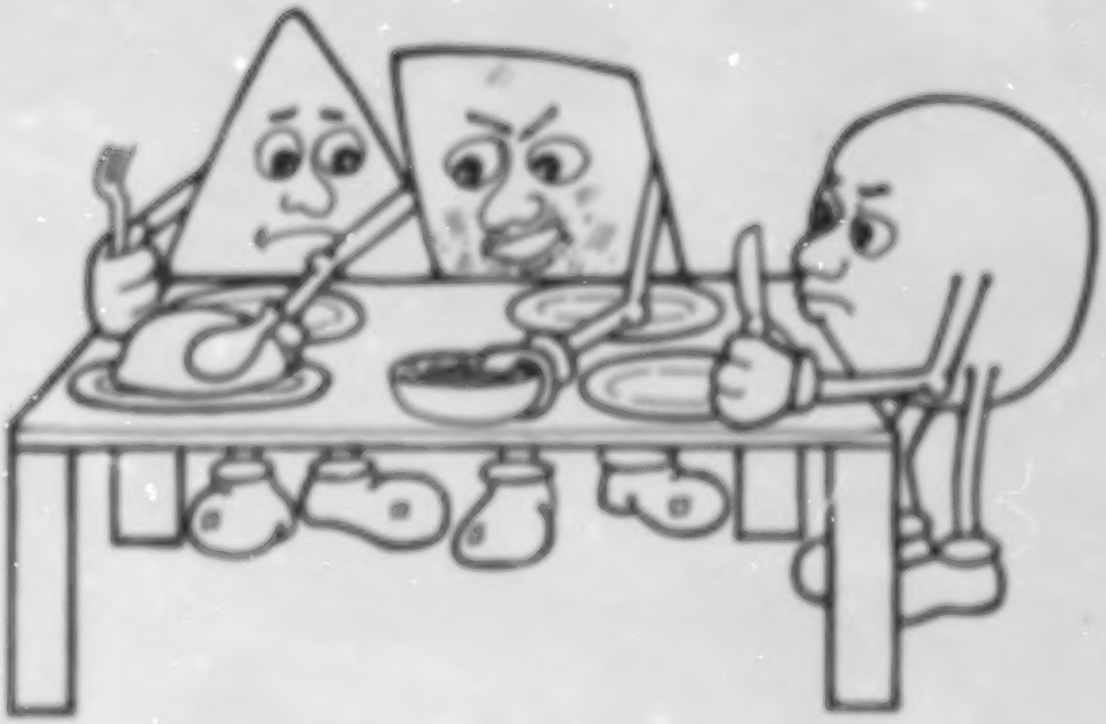
Once there was a square that liked to be messy. The square never washed its hands before it ate.



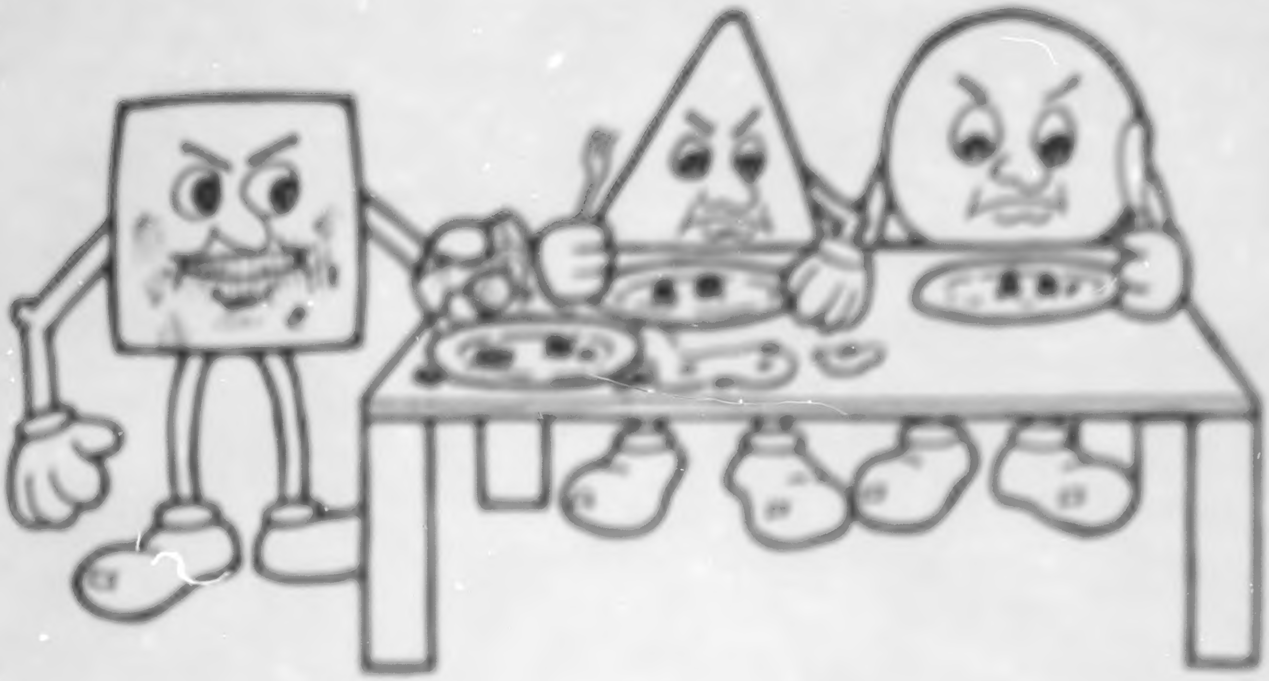
When it sat at the table, it would always jump around and bump into its neighbors and yell.



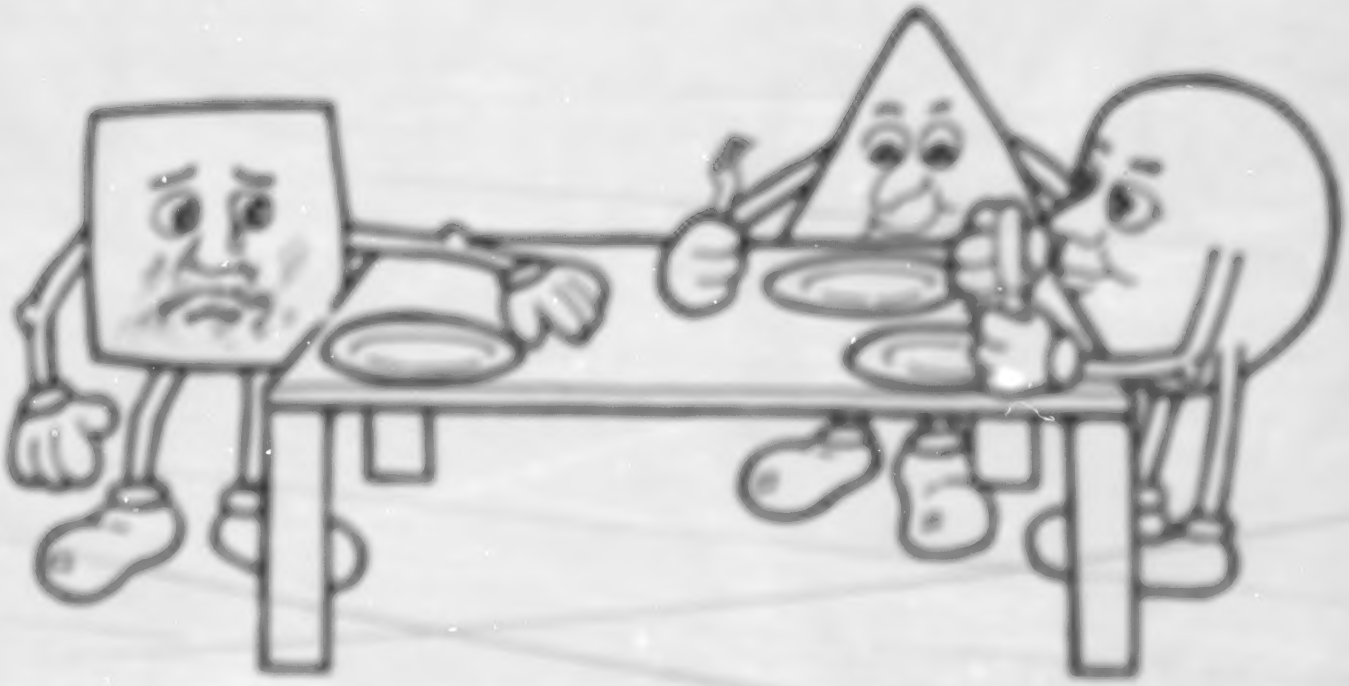
When the square chewed its food, it never closed its mouth, and that made all the others upset because it looked ugly.



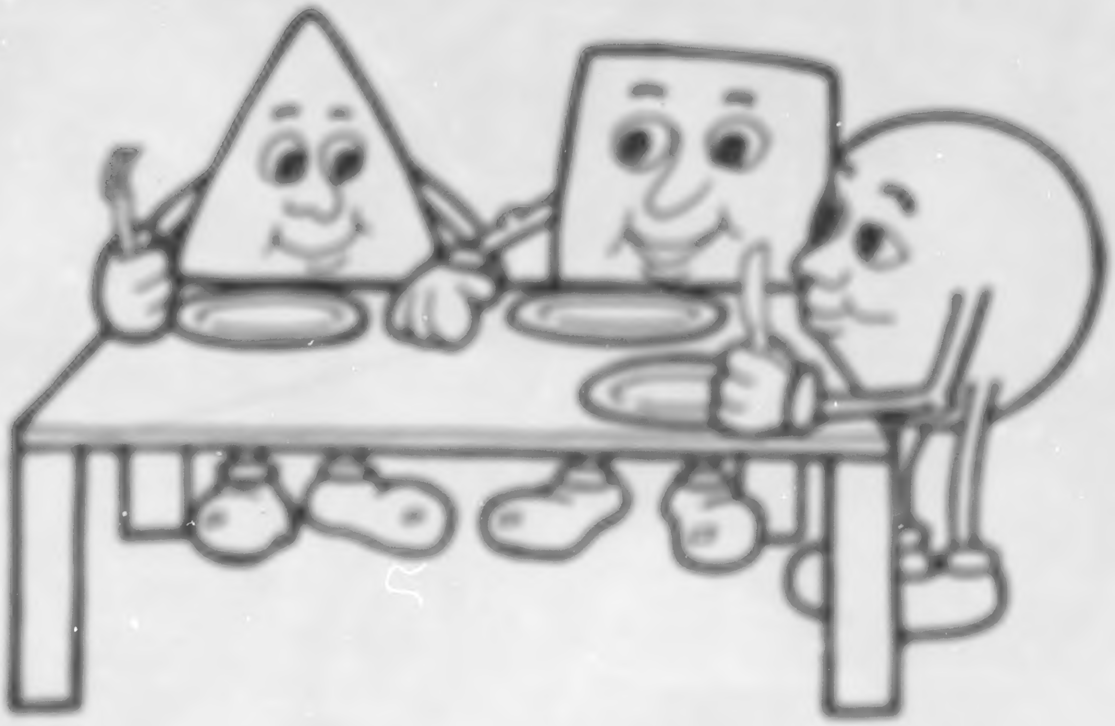
It grabbed food and never said please or thank you.



The messy square would spill milk all over and splash food around on the table. This behavior made the others angry! The others never liked to sit near it.

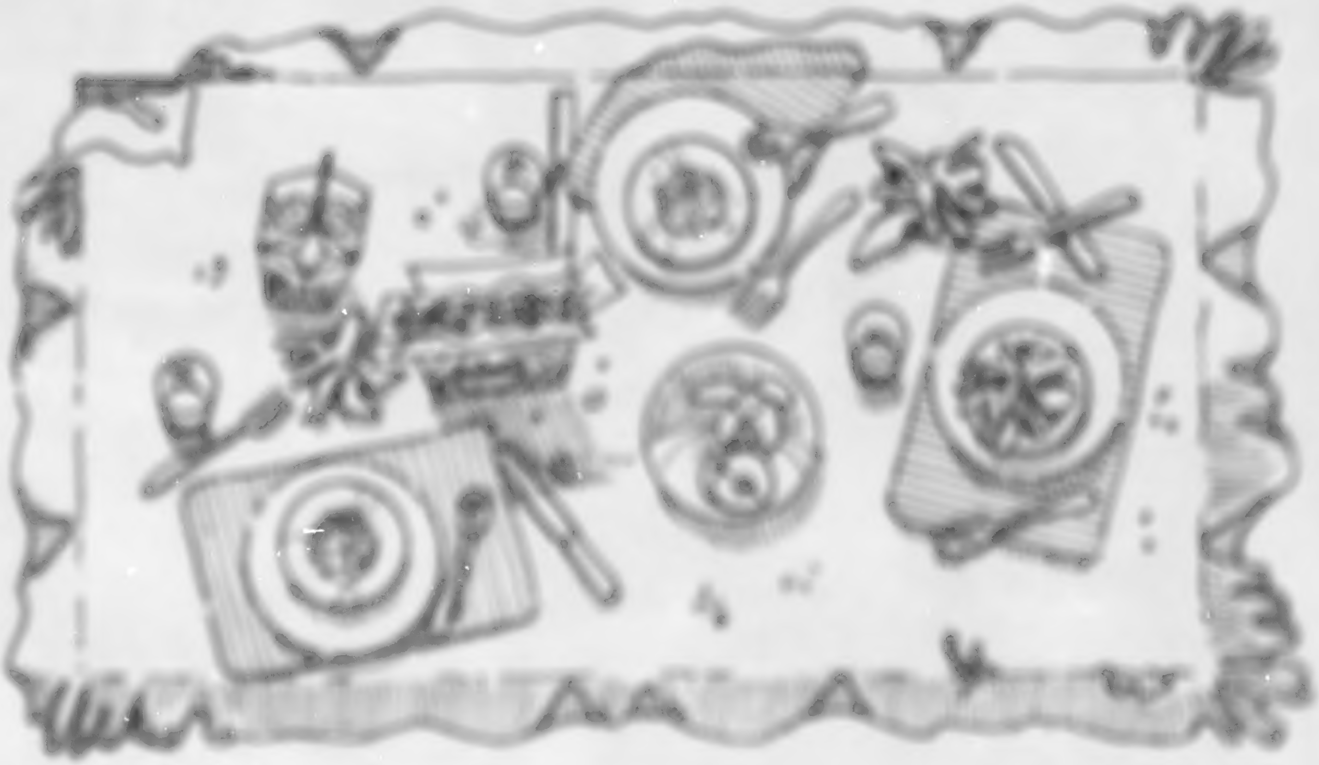


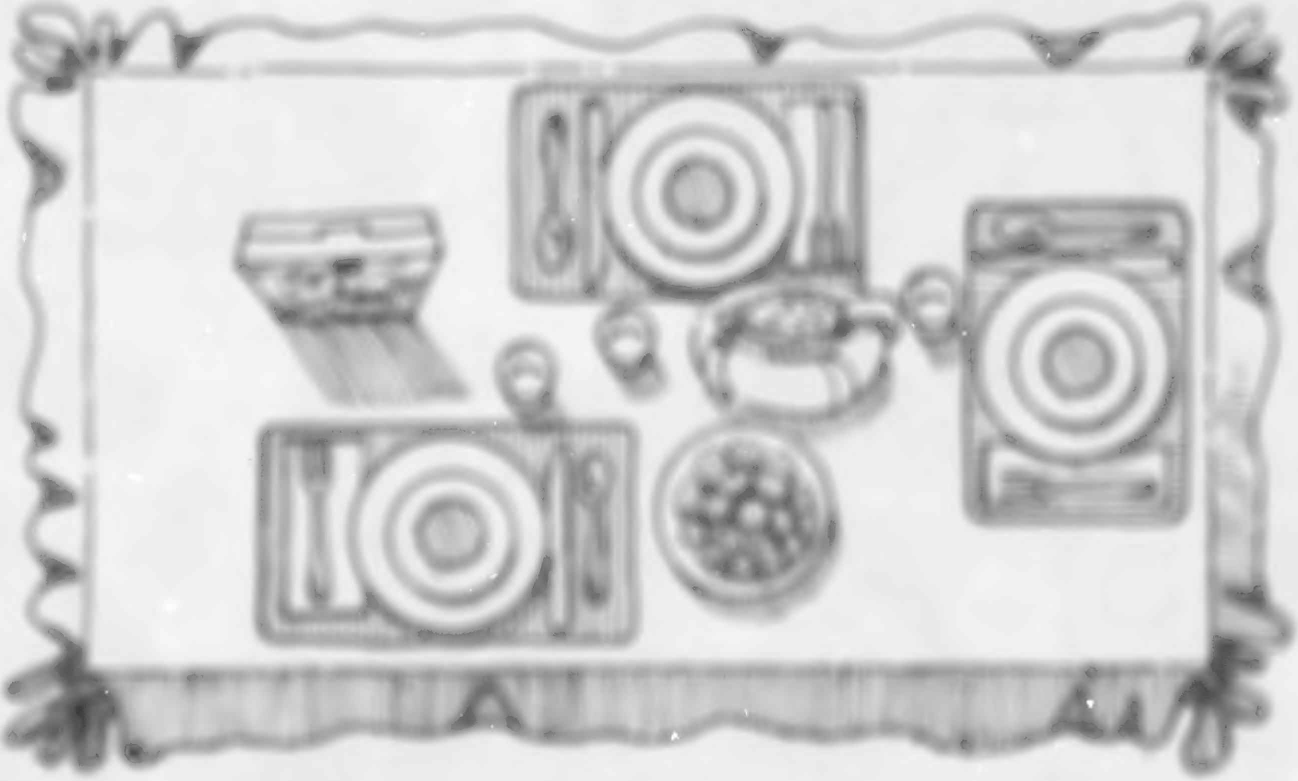
Soon no one would sit by the square, because it didn't know how to behave at the table. This made the square very sad.



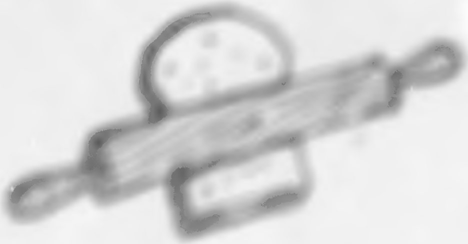
Soon it began to wash its hands, sit quietly, pour milk and serve food carefully, and chew with its mouth closed. This behavior made everyone happy, and they all liked eating with the square again.

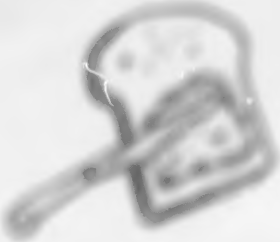
Table Pictures



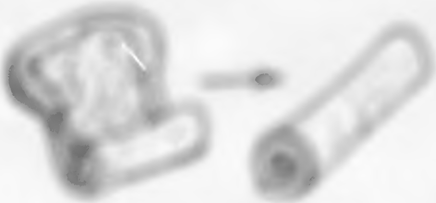


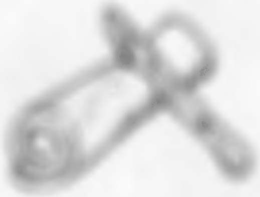
Peanut Butter and Sprout Roll-Ups


1. Roll the bread flat.


2. Spread it with peanut butter.

3. Sprinkle the top with sprouts.

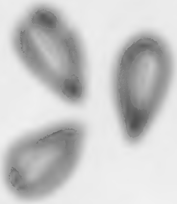

4. Roll up the bread.

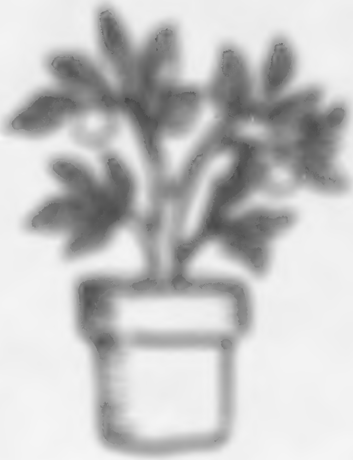

5. Cut it in two.

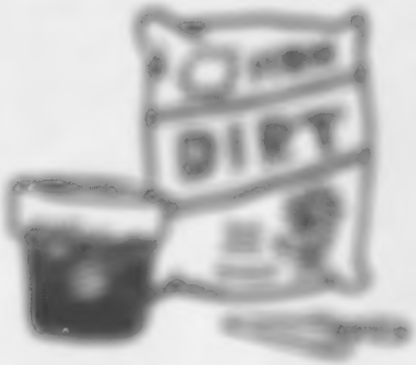
6. Share this snack with a friend.

Name_______________________________

Plant Growth Cycle

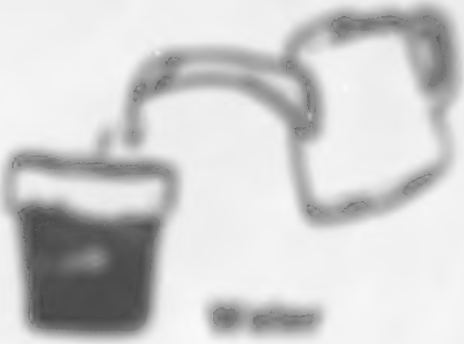

Seeds

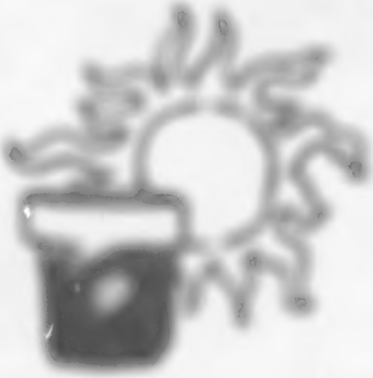

Big plant



Dirt

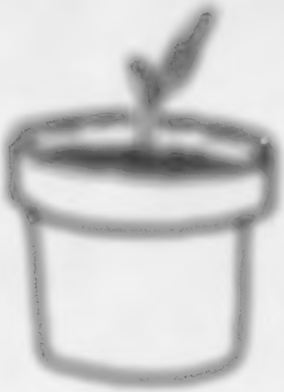
Sprout

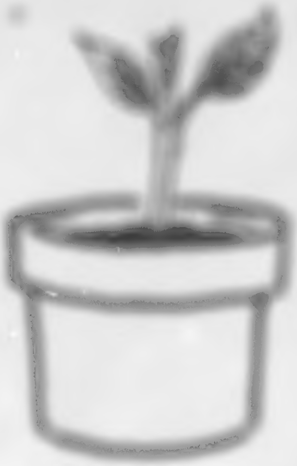

Water

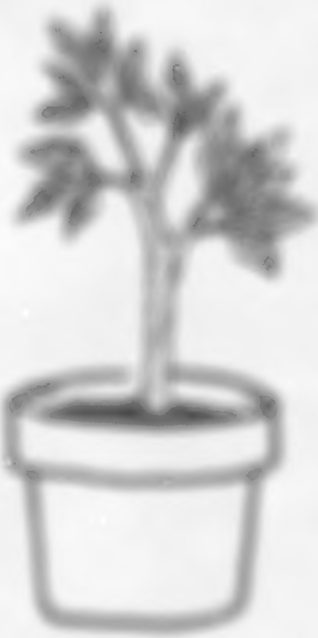

Sun

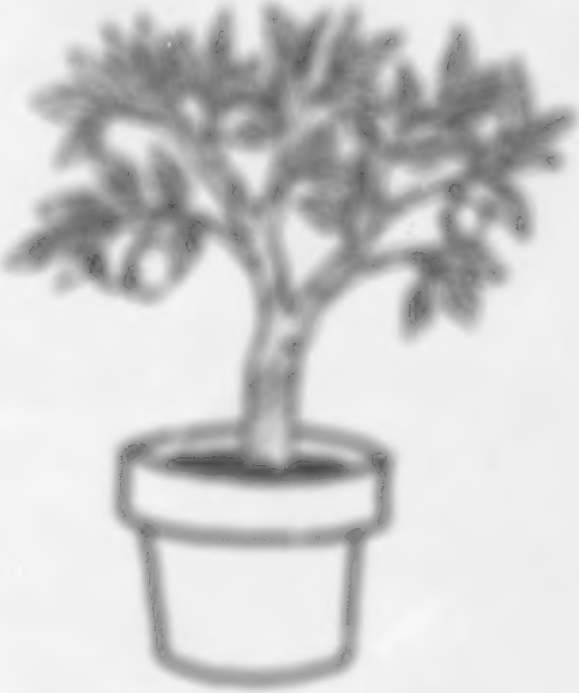
Name ____________________

From Sprout to Plant







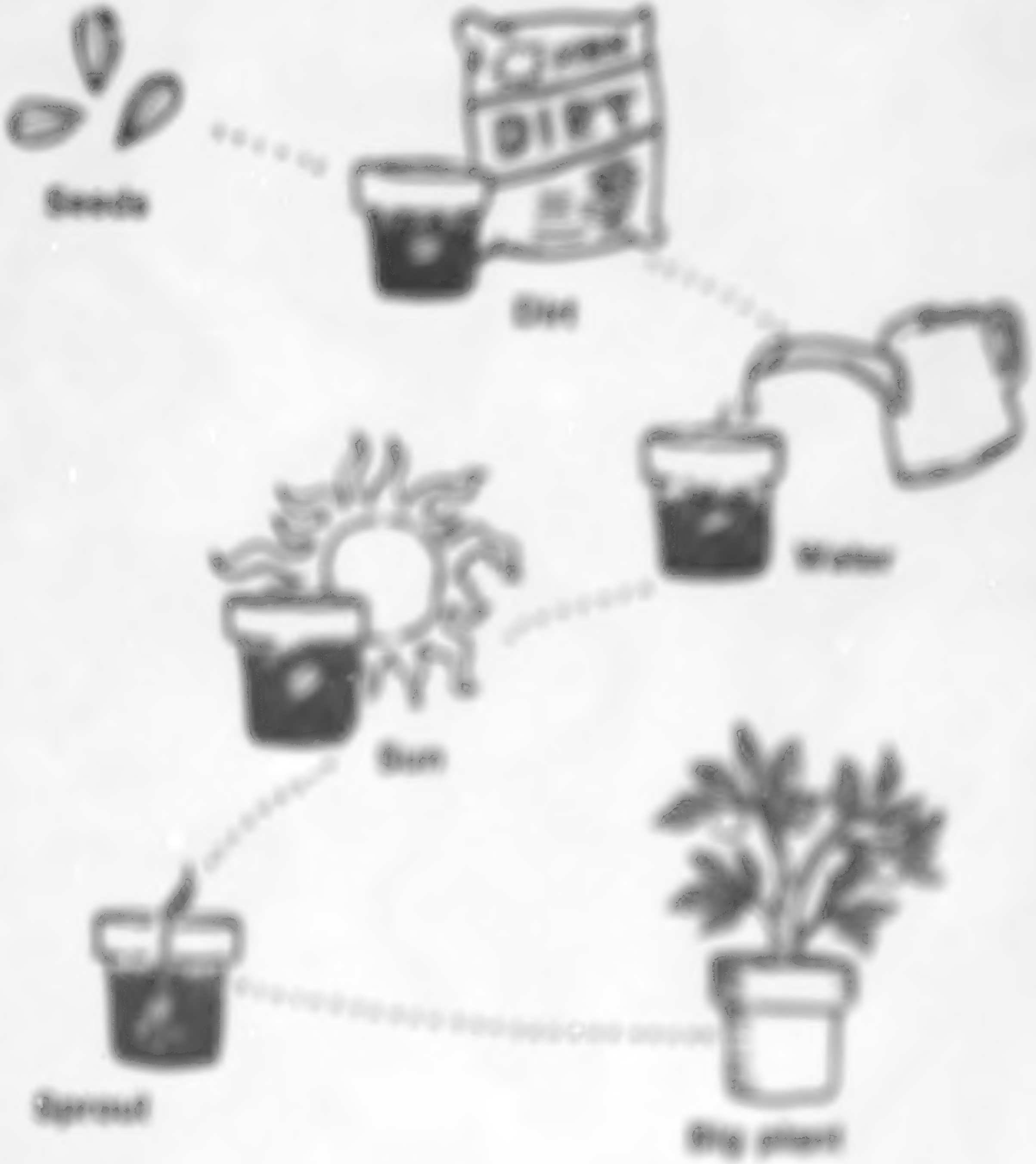


172

Name ____________________

Plants Need . . .

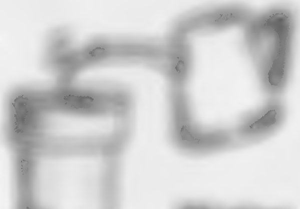
Help the seed grow. Follow the dots.


Seeds
DIRT
Dirt
Water
Sun
Sprout
Big plant

Name ____________________

Plant Growth Sequence

Big plant

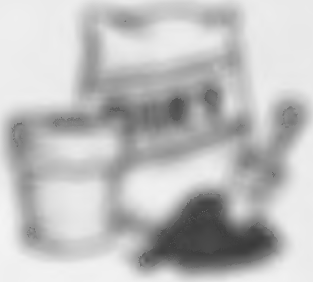


Water

Seeds

Sun

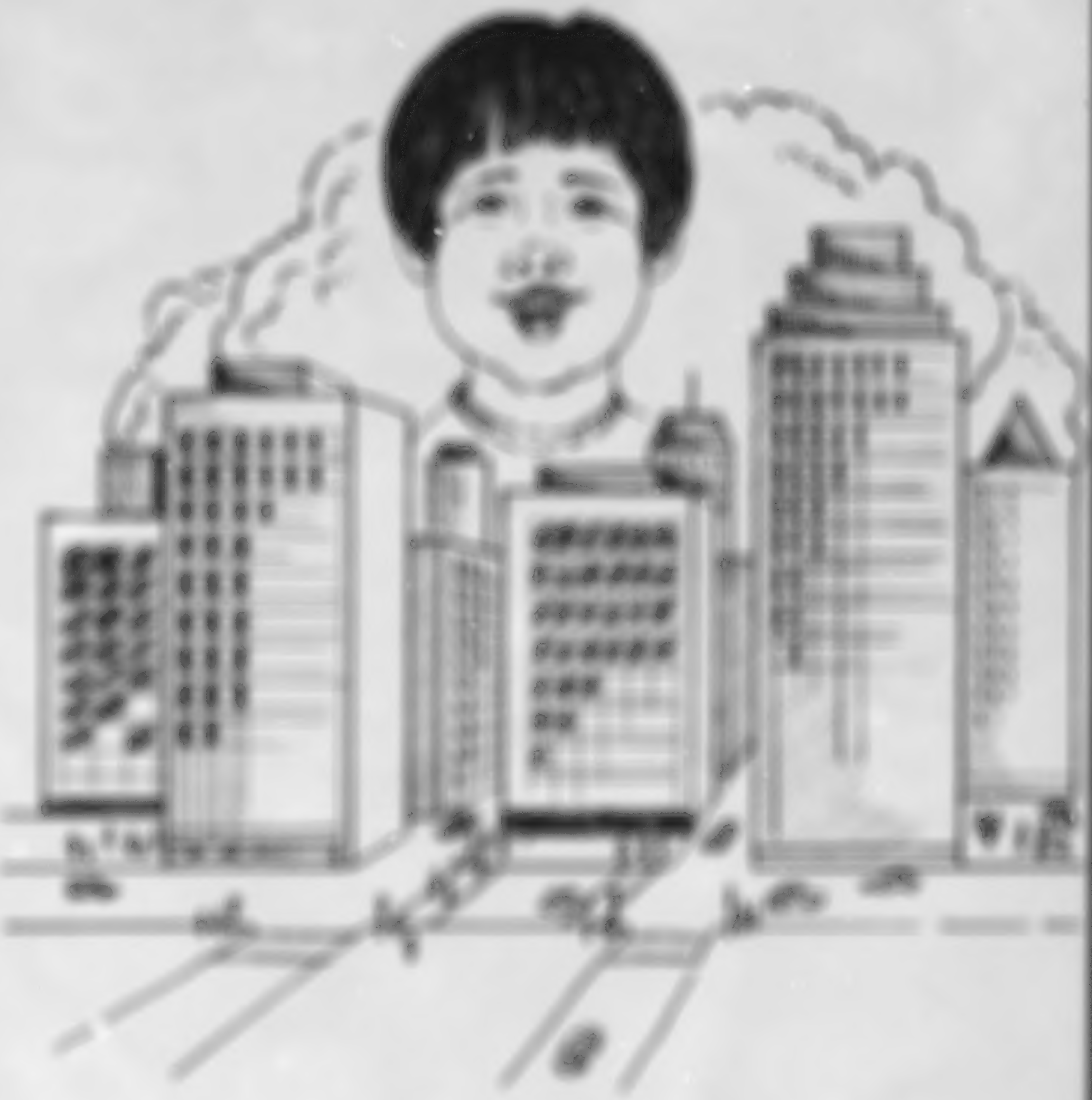
Sprout



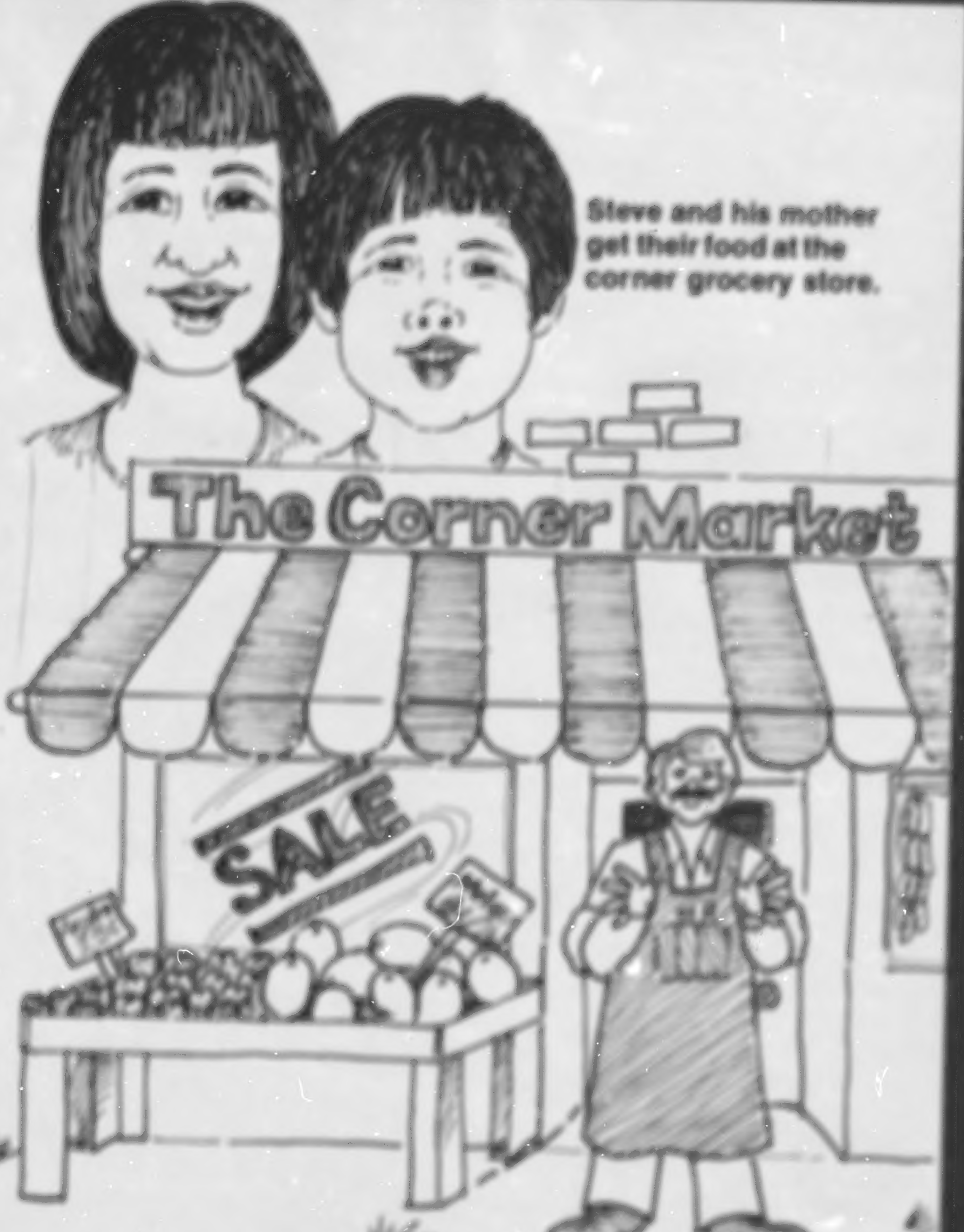
Dirt

1	2	3
4	5	6

Three Kids and Where They Get Their Food

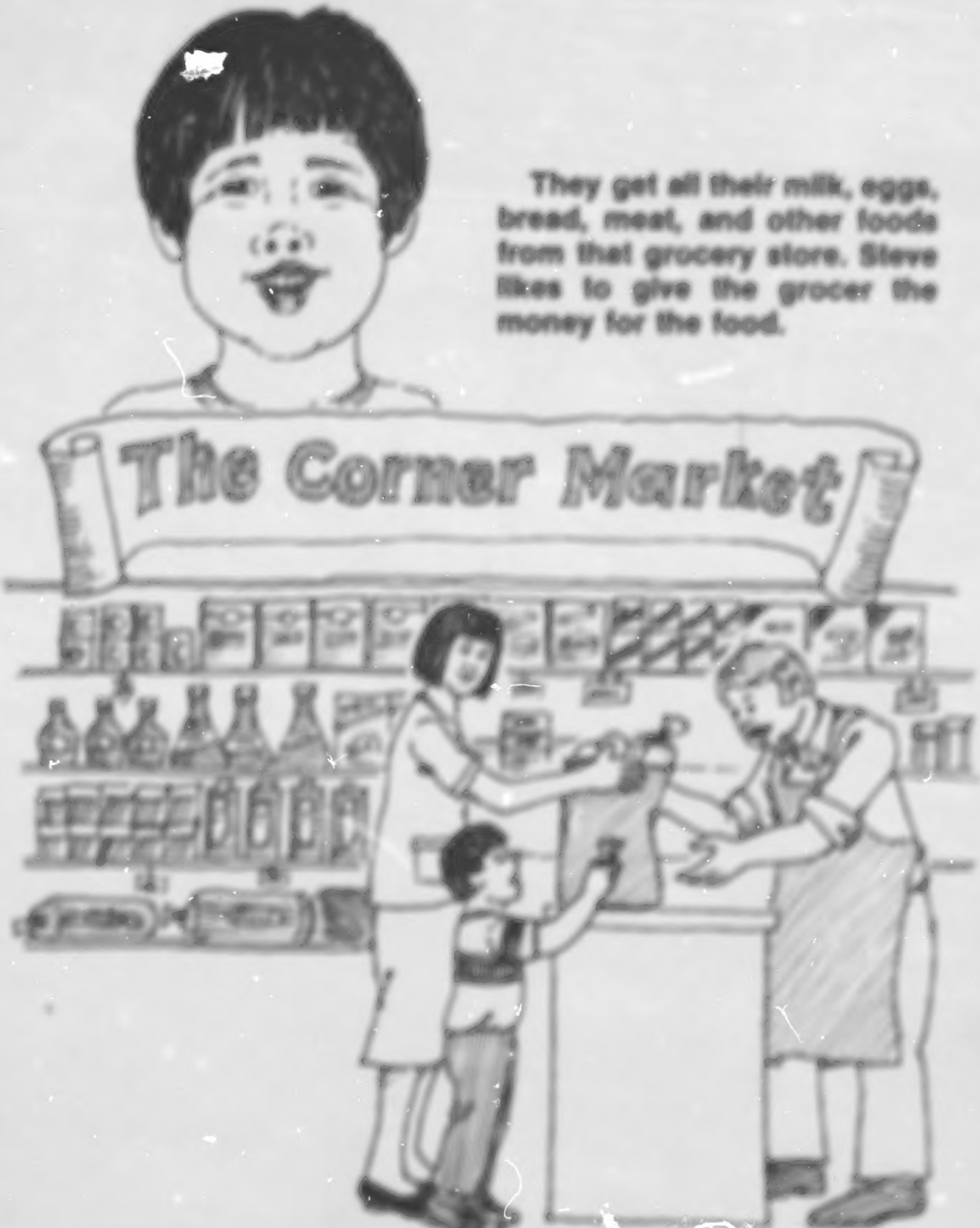


This is Shawn. He lives in a house in the city.

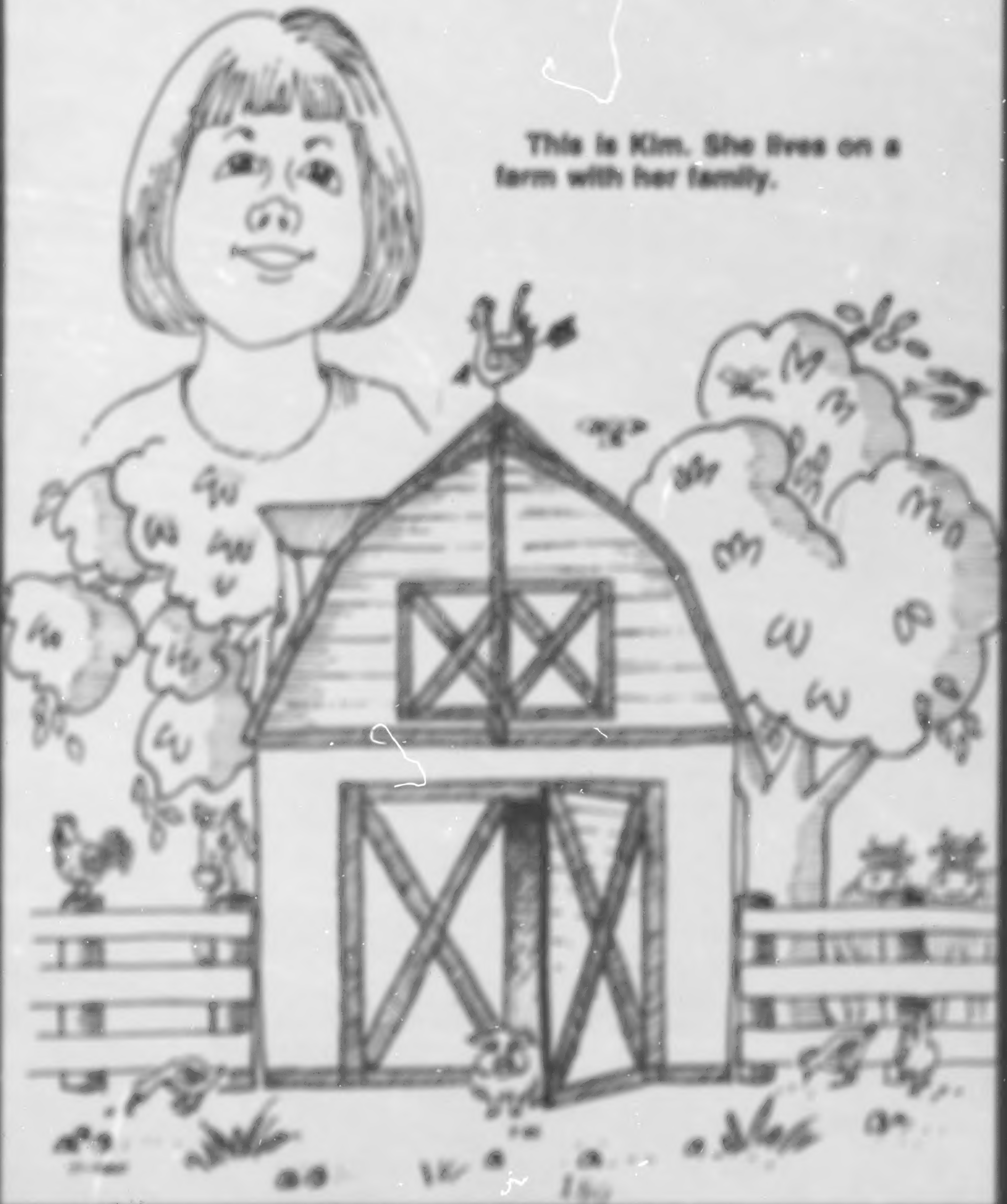

The Corner Market
SALE

Steve and his mother get their food at the corner grocery store.

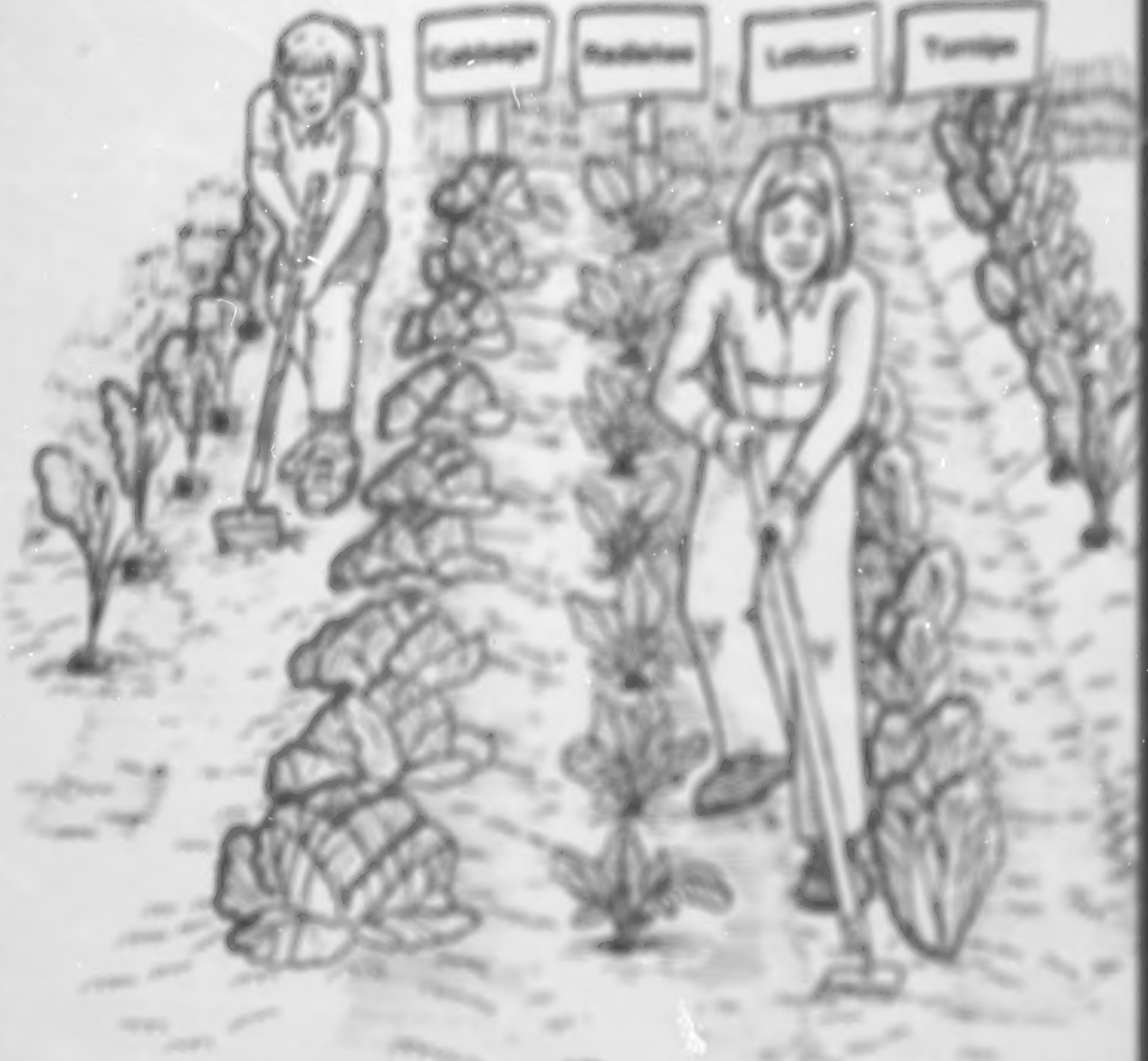
They get all their milk, eggs, bread, meat, and other foods from that grocery store. Steve likes to give the grocer the money for the food.


The Corner Market

This is Kim. She lives on a farm with her family.

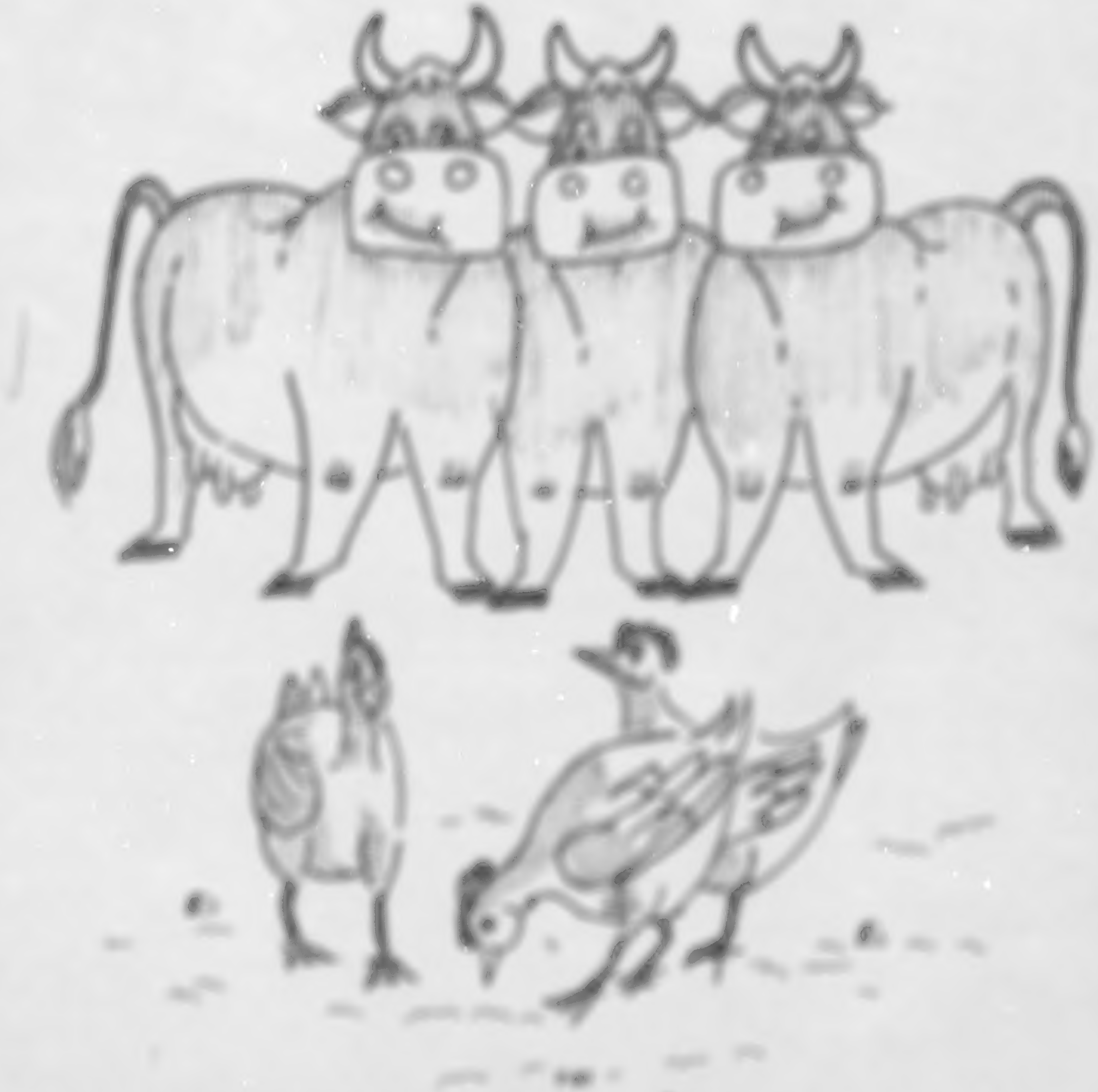


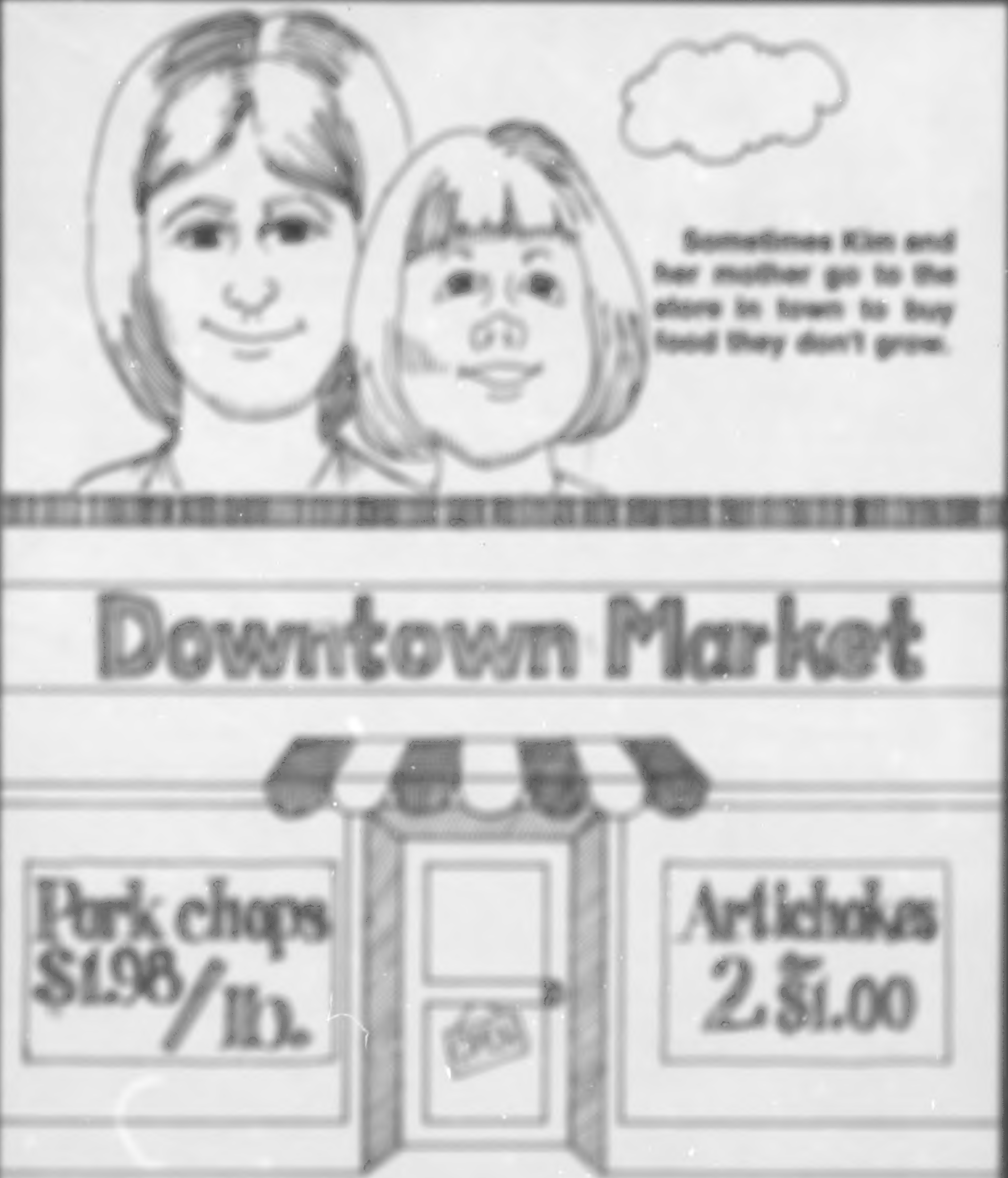
Kim's family has a big garden where they grow some of their vegetables. Kim likes to help.



Cabbage
Radishes
Lettuce
Turnips

On Kim's farm there are cows to give them milk and chickens to give them eggs. They get meat from these animals, too.

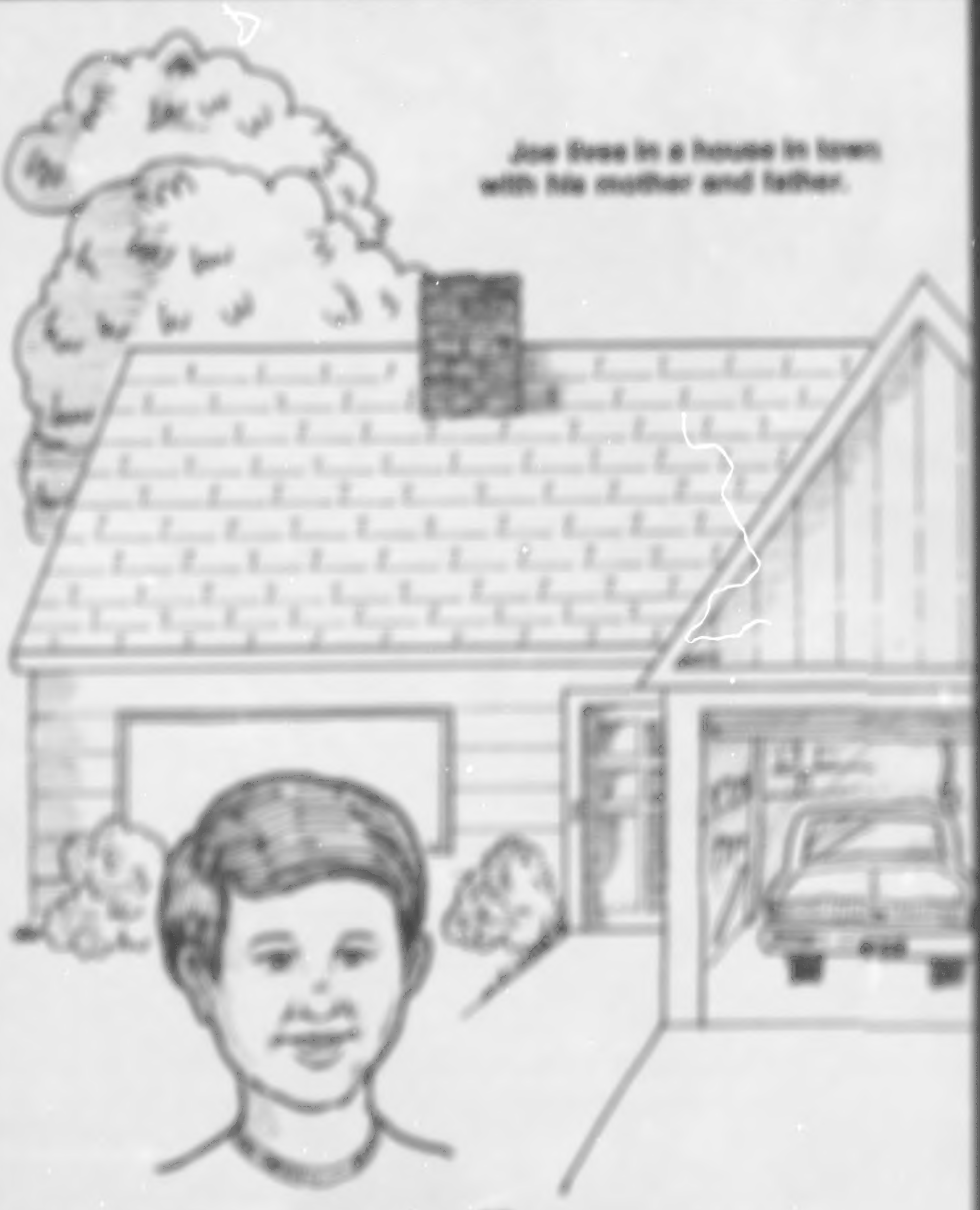


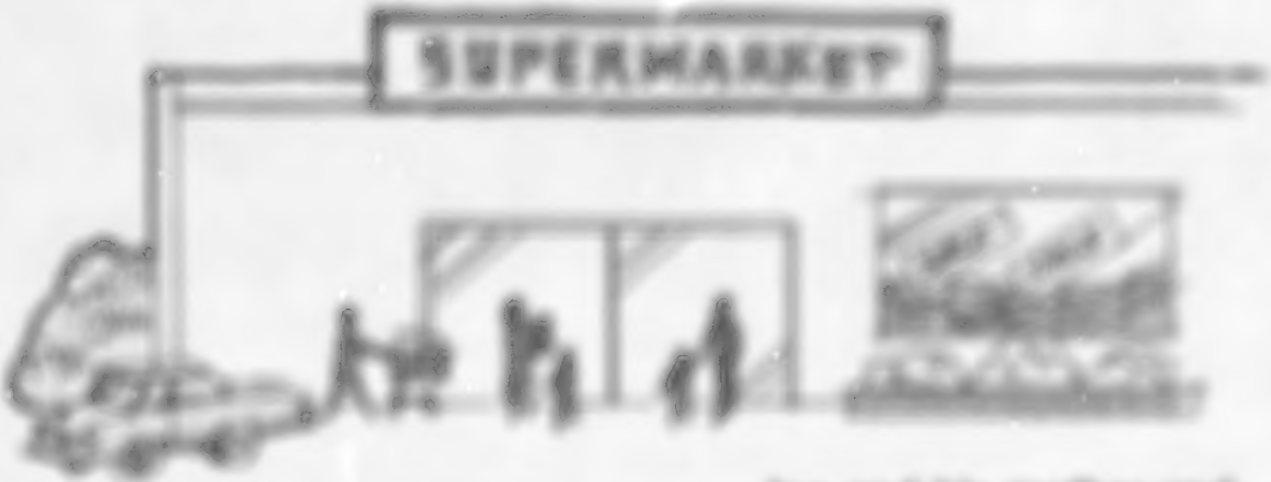


Sometimes Kim and her mother go to the store in town to buy food they don't grow.

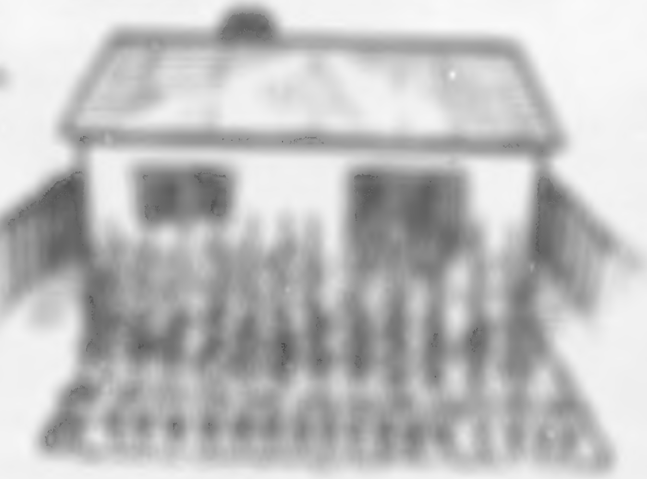
Downtown Market
Pork chops $1.98/lb.
Artichokes 2 for $1.00

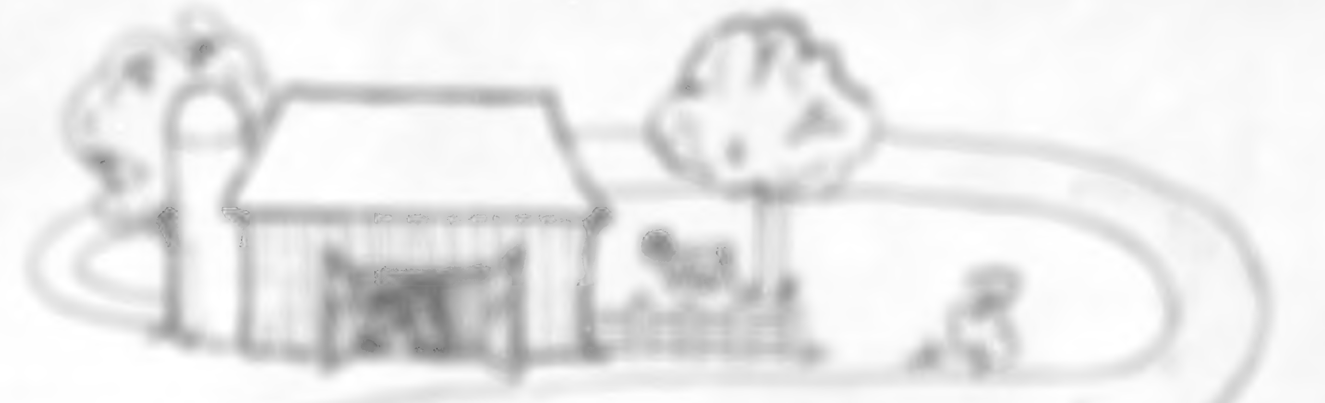
Joe lives in a house in town
with his mother and father.



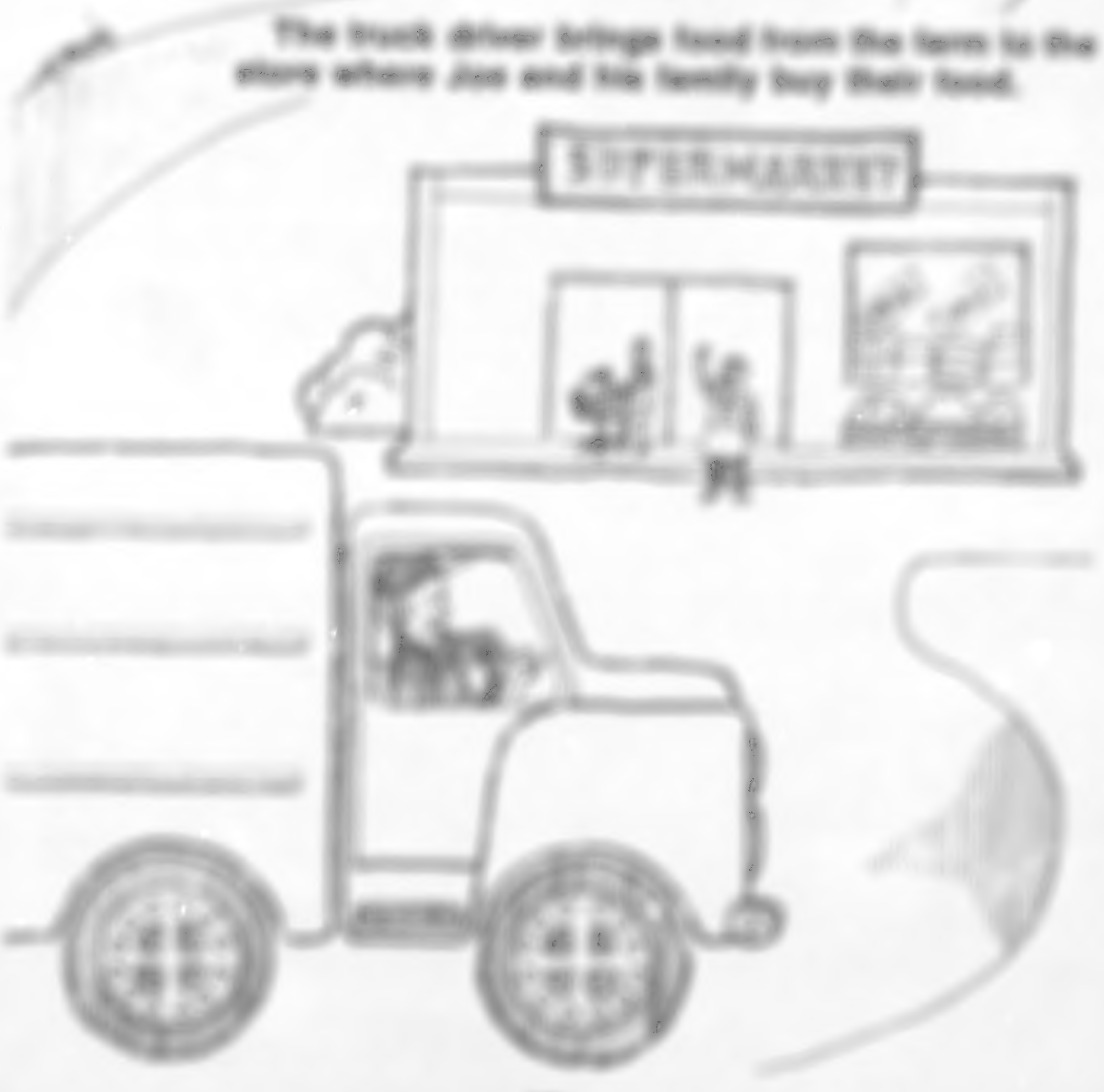


Joe and his mother and father buy some of their food at the supermarket. It costs money to buy their food. They have a garden in their backyard where they grow some of their vegetables.



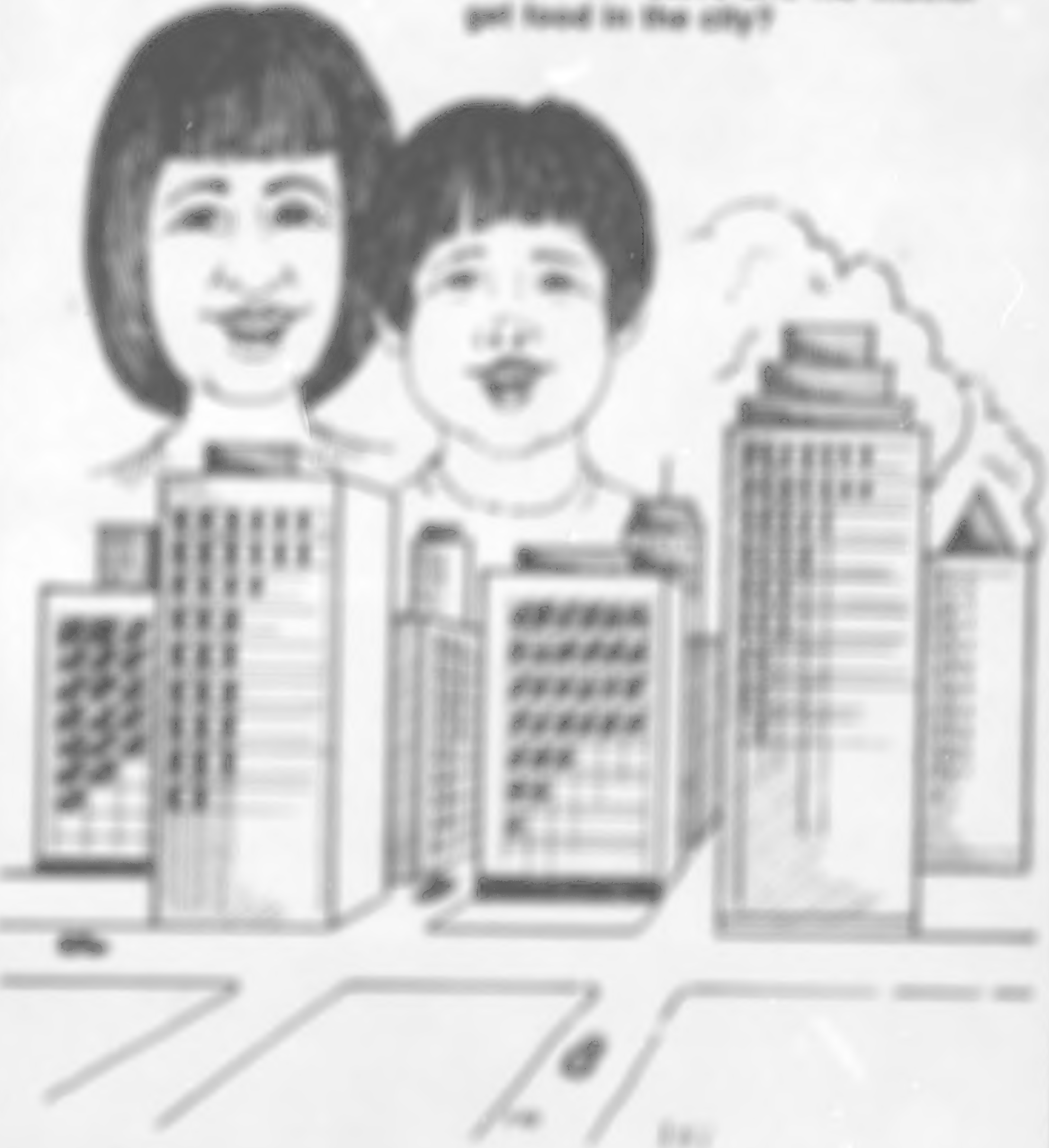


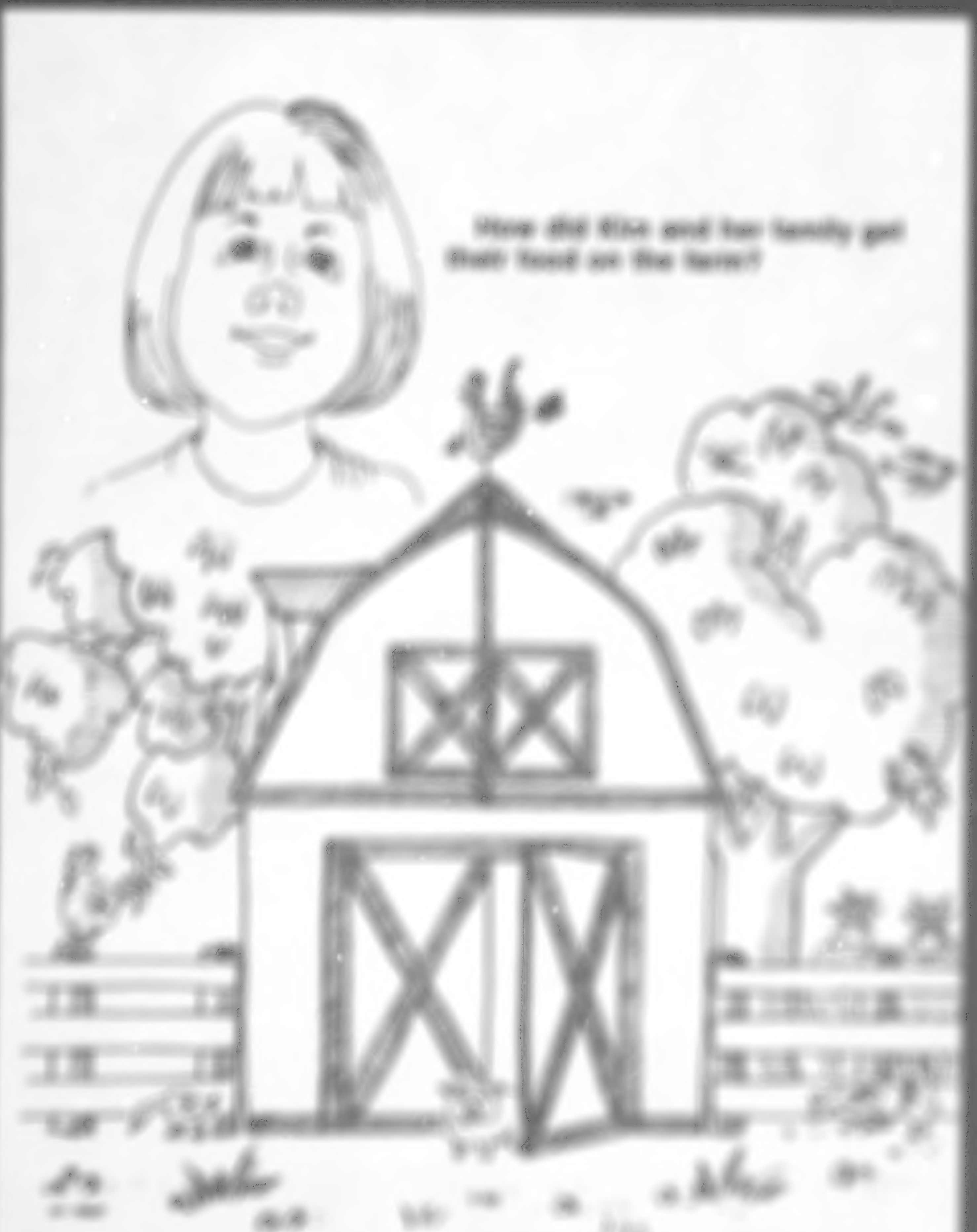
The truck driver brings food from the farm to the store where Joe and his family buy their food.


SUPERMARKET

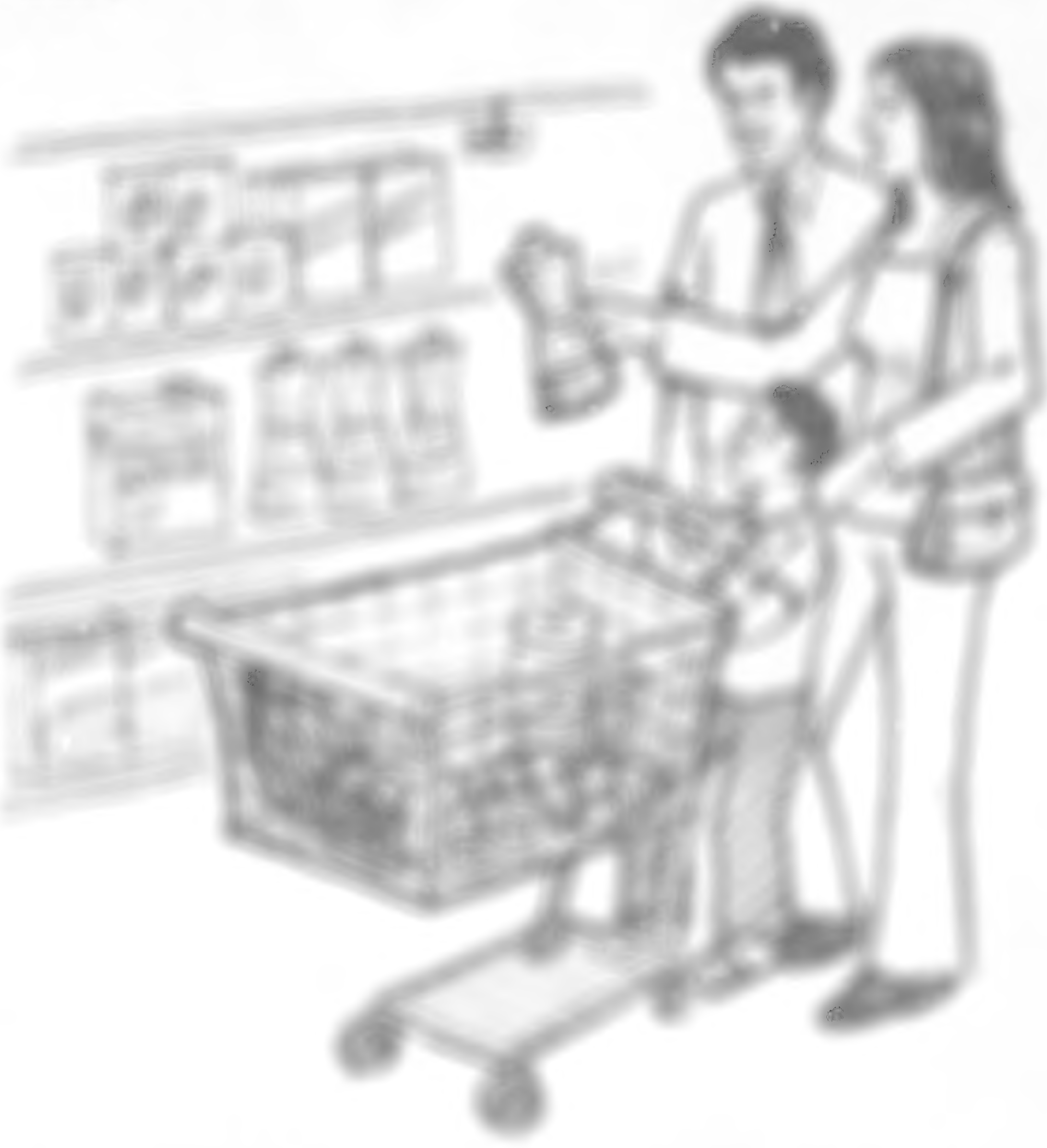
Let's Review

How did Steve and his mother get food in the city?

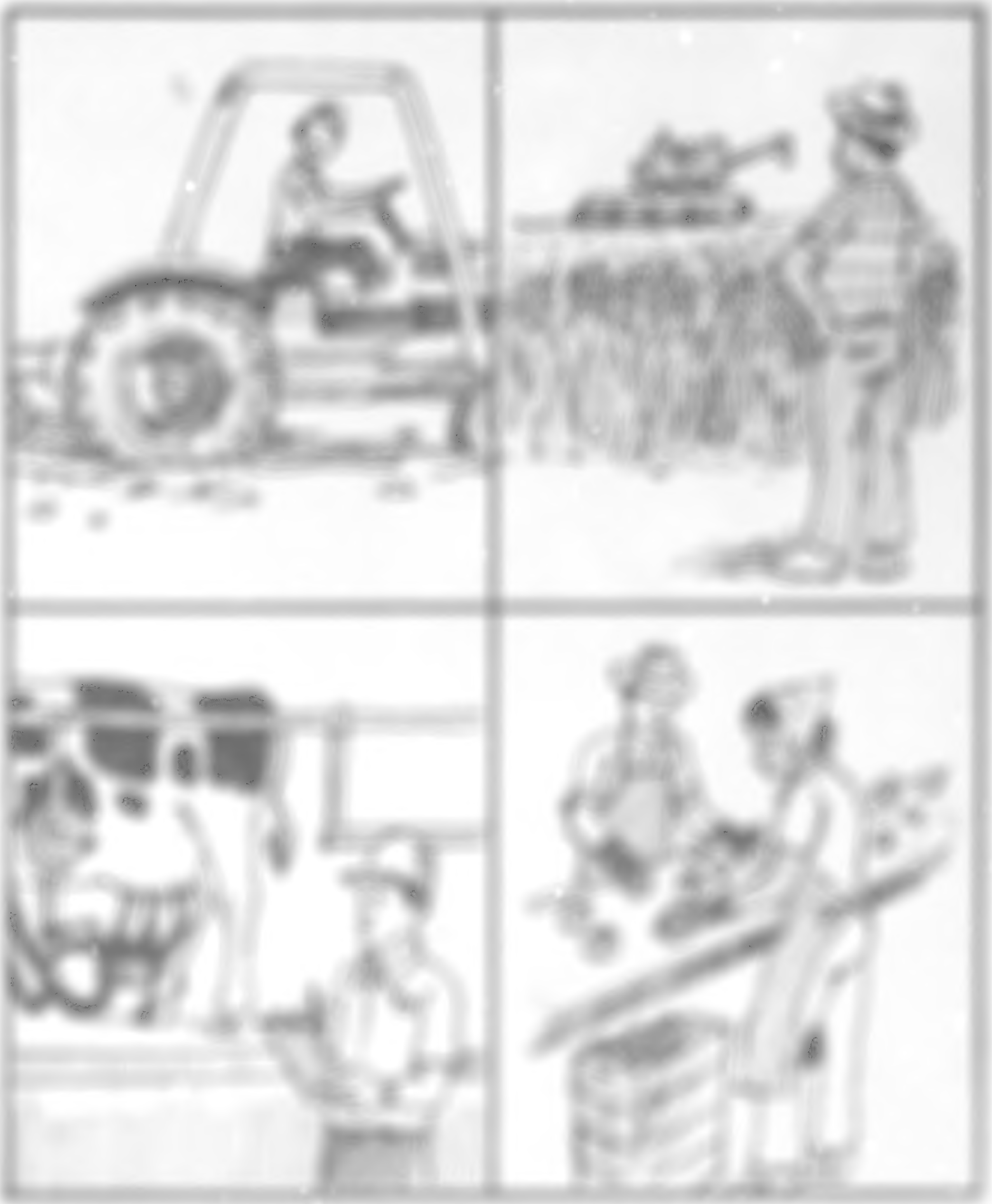


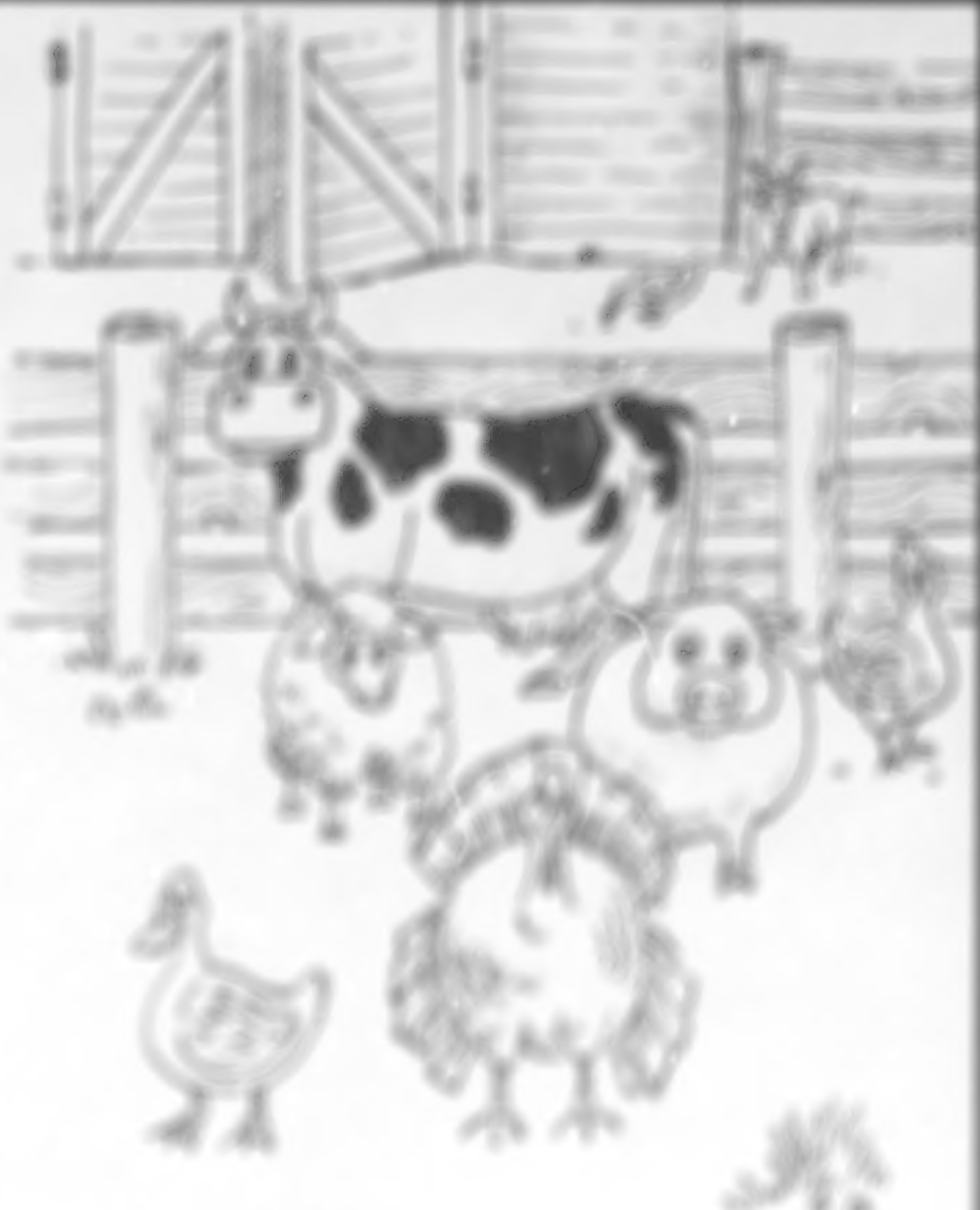

How did Elsa and her family get their food on the farm?

How did the food get to the supermarket where Joe and his family buy their food?



Farmers

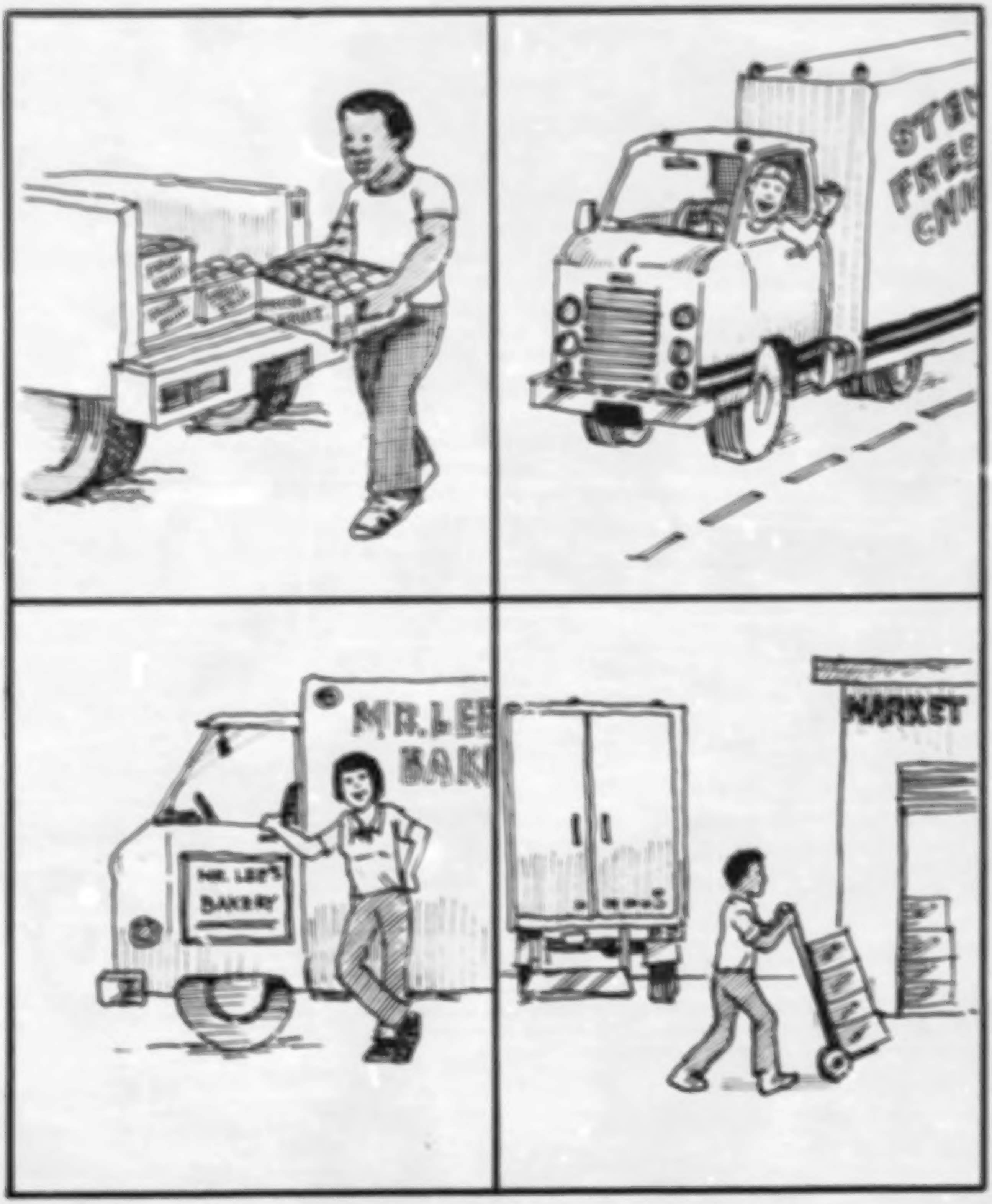




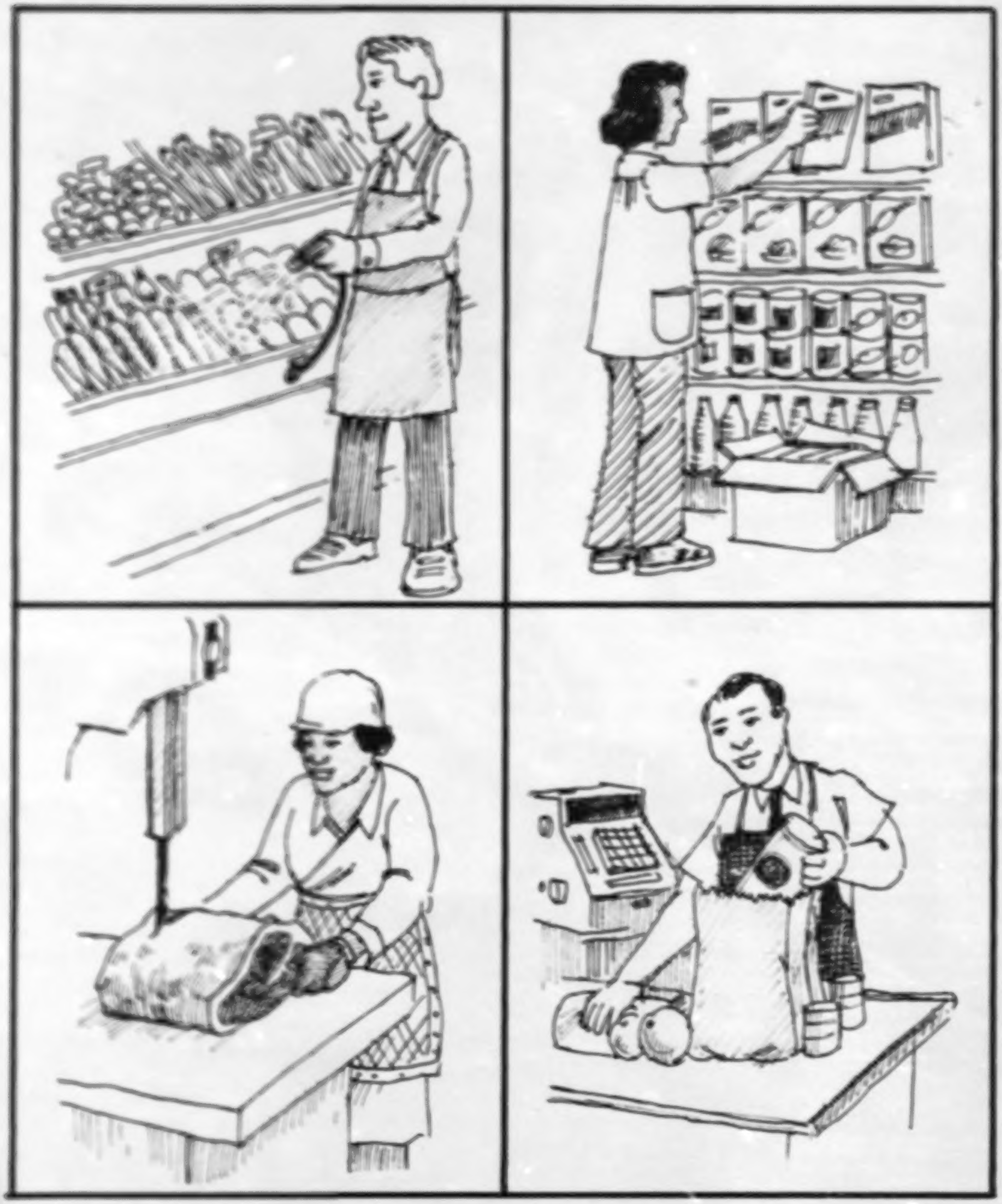
Farm Animals That Produce Food

[illegible]

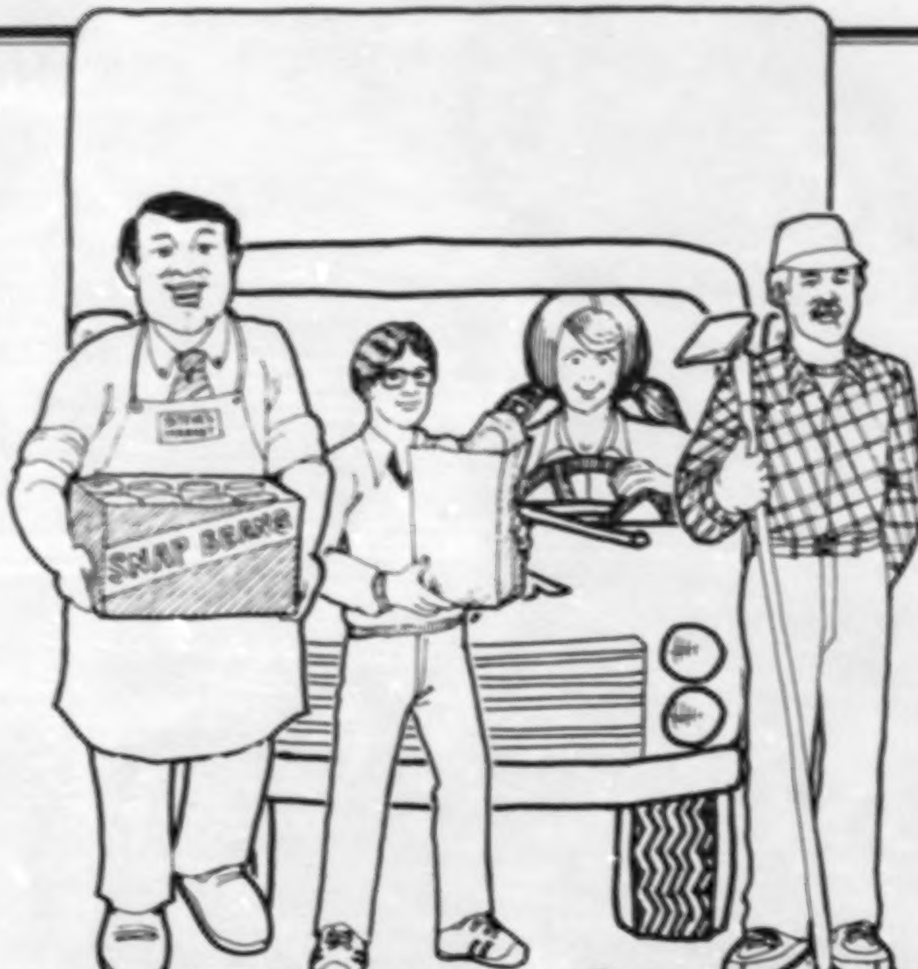
Truck Drivers


STEV
FRES
CHI
MR. LEE
BAK
MR. LEE'S BAKERY
MARKET

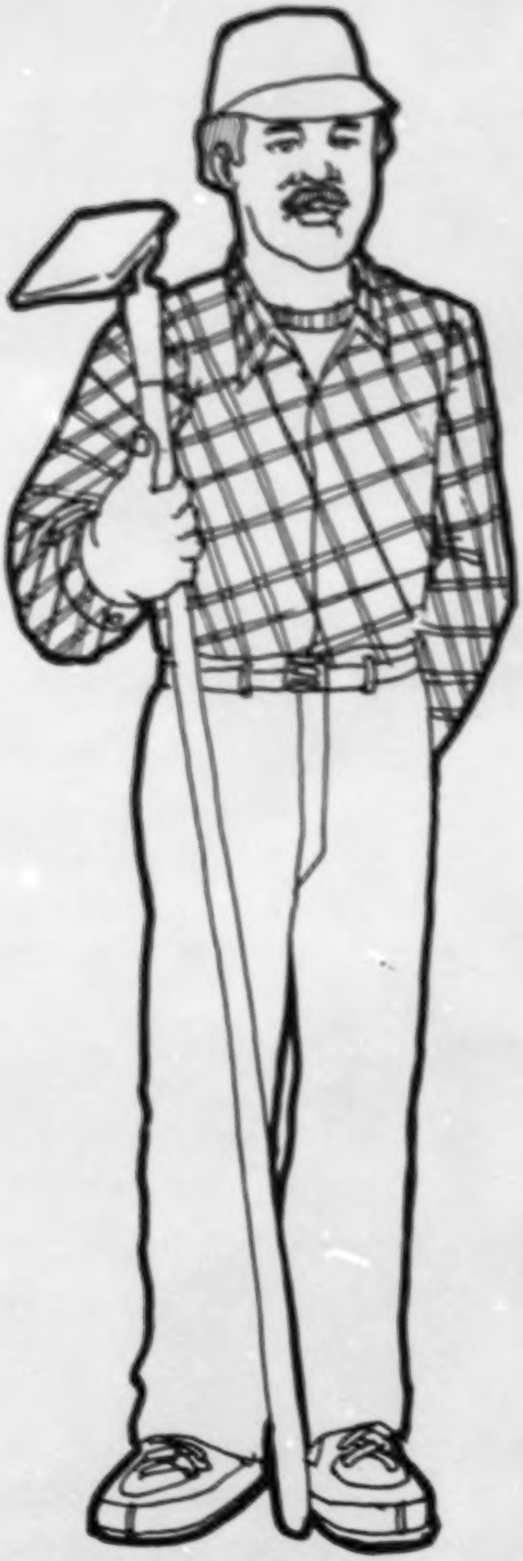
Grocery Store Workers



From the Farm to the Dinner Table

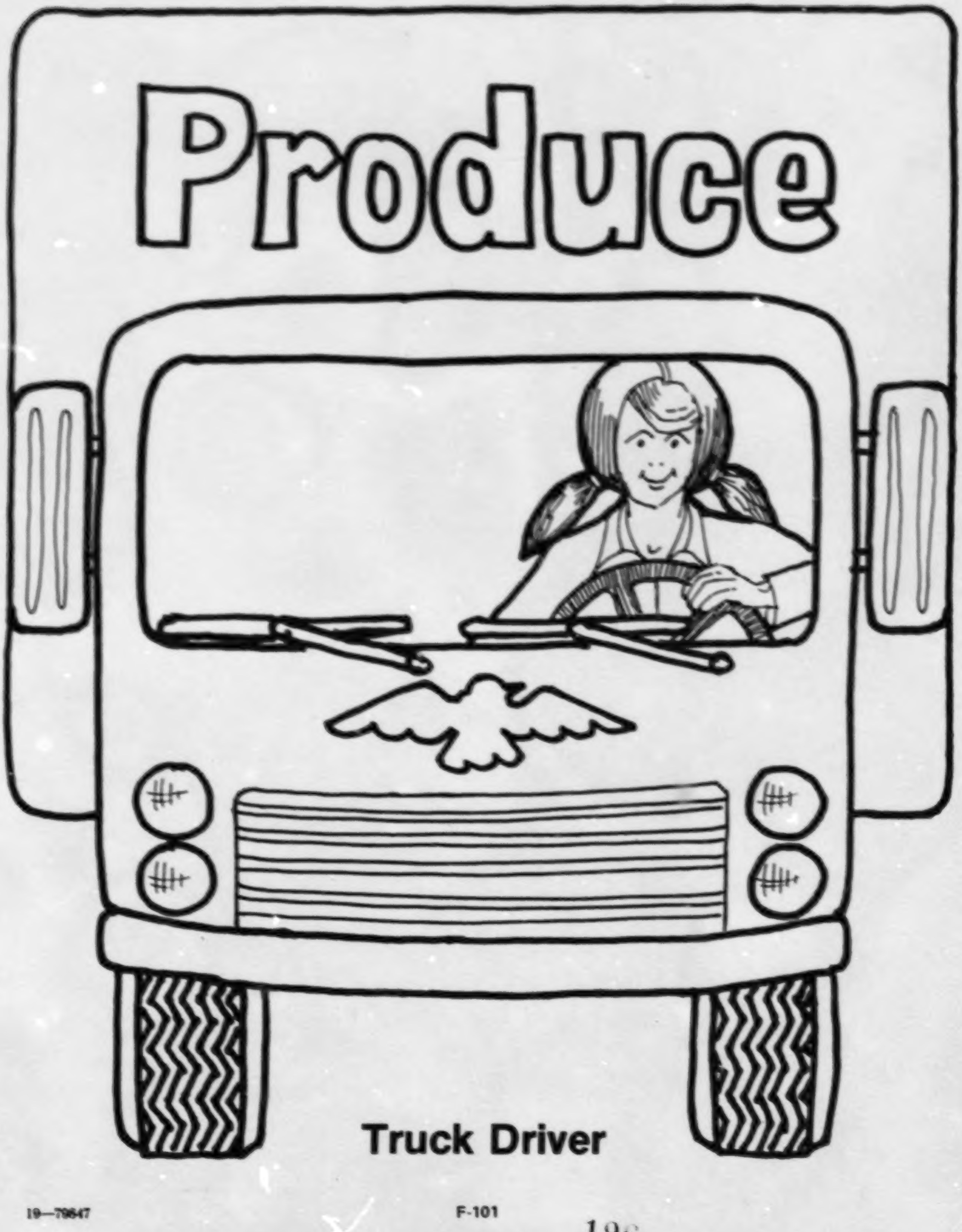


Flannel Board Characters

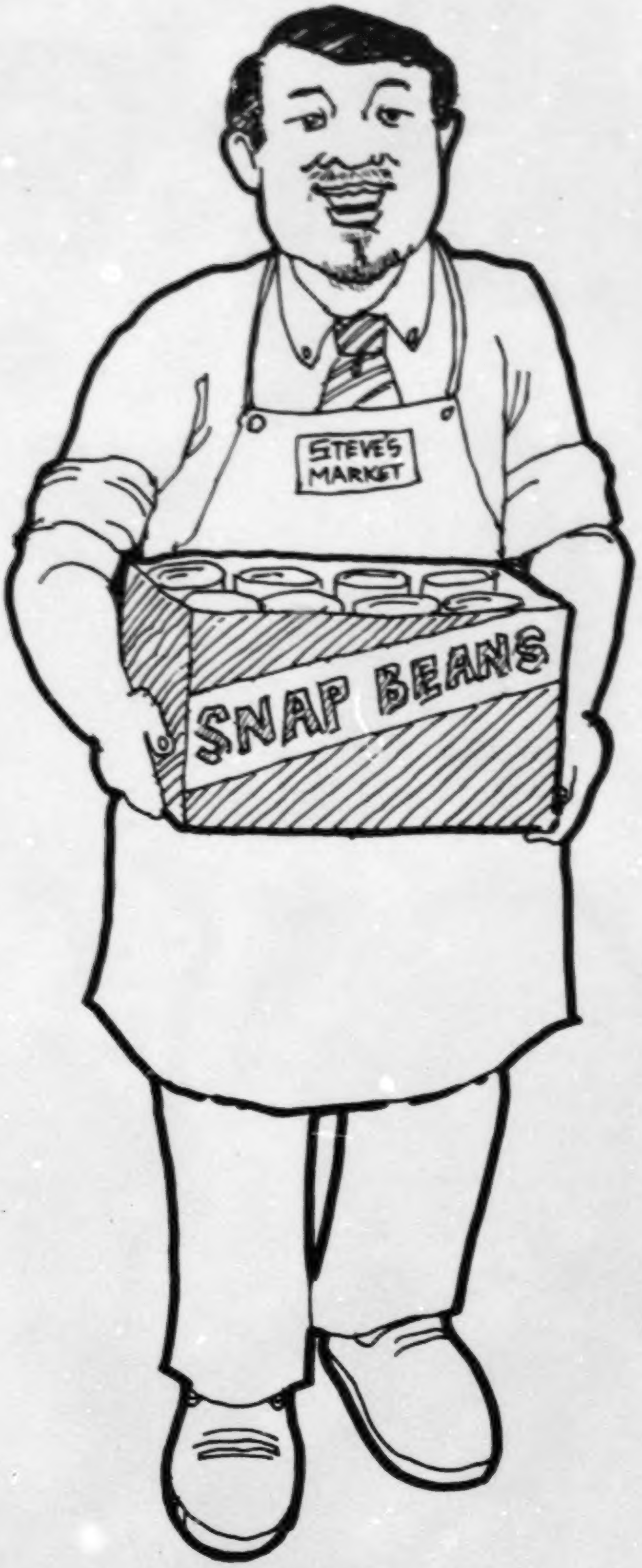


Farmer

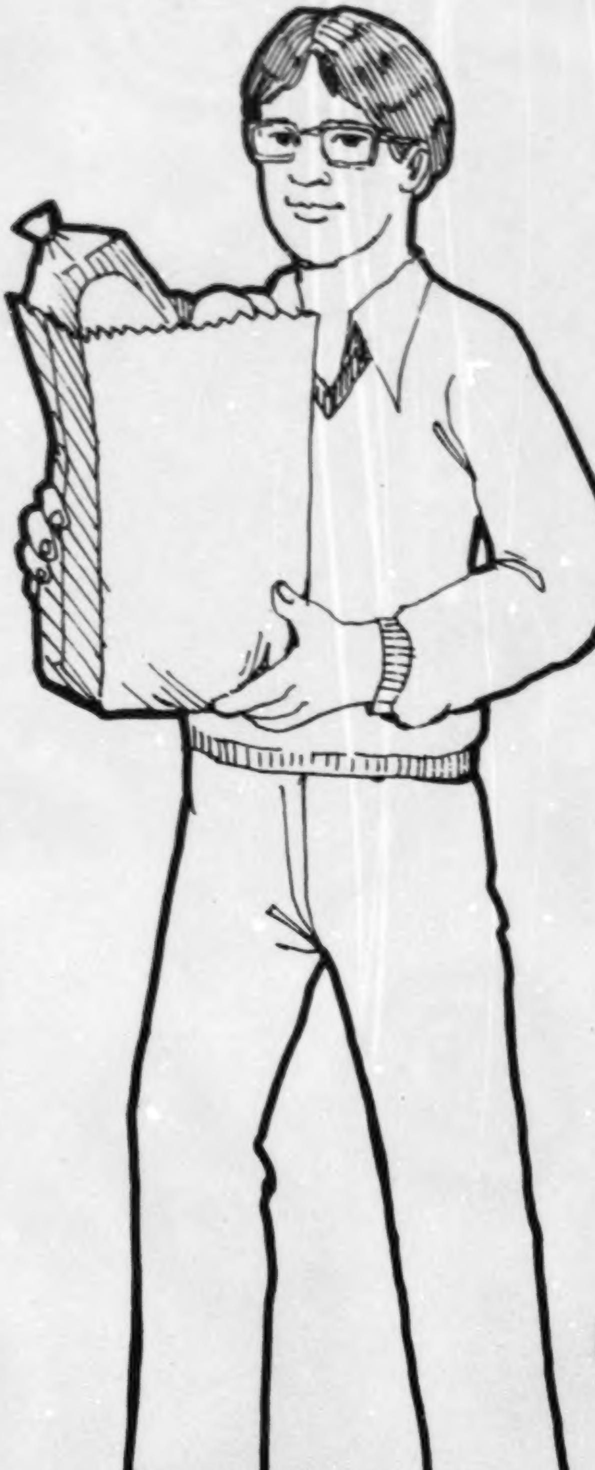
F-100



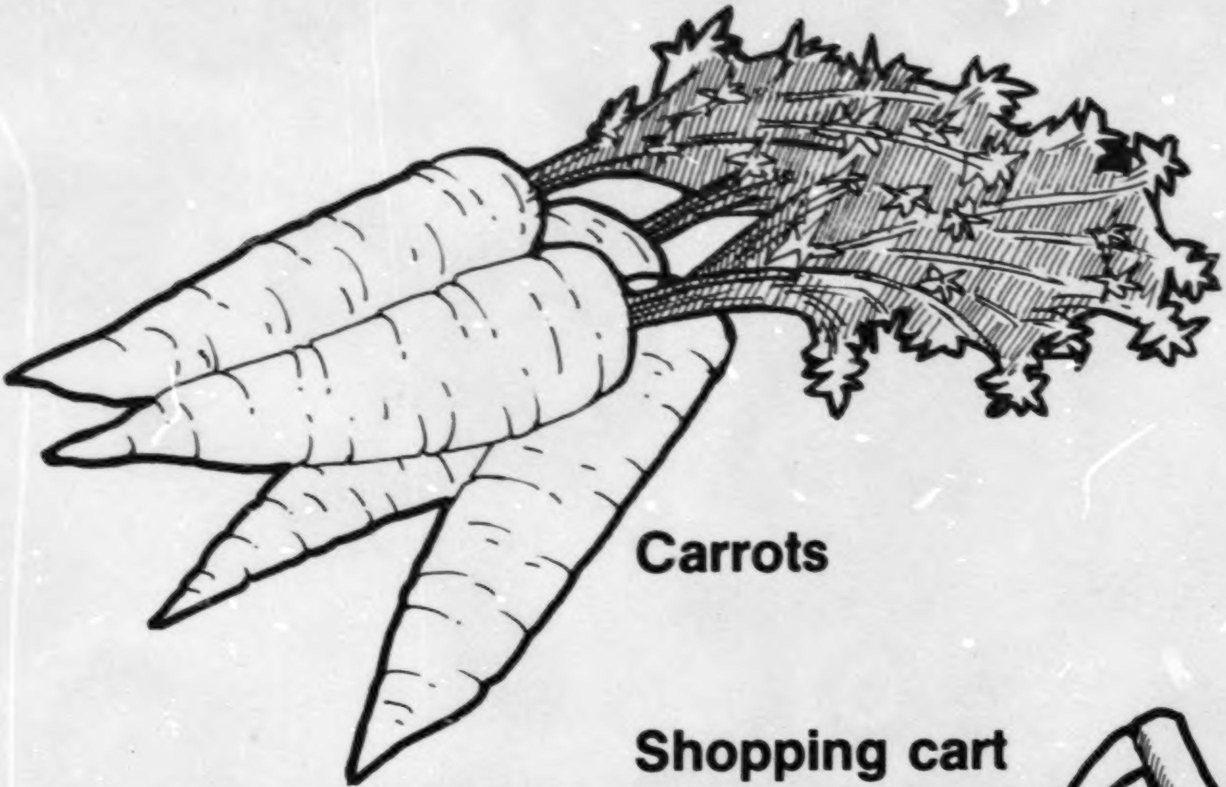
Truck Driver


STEVE'S MARKET
SNAP BEANS

Grocer

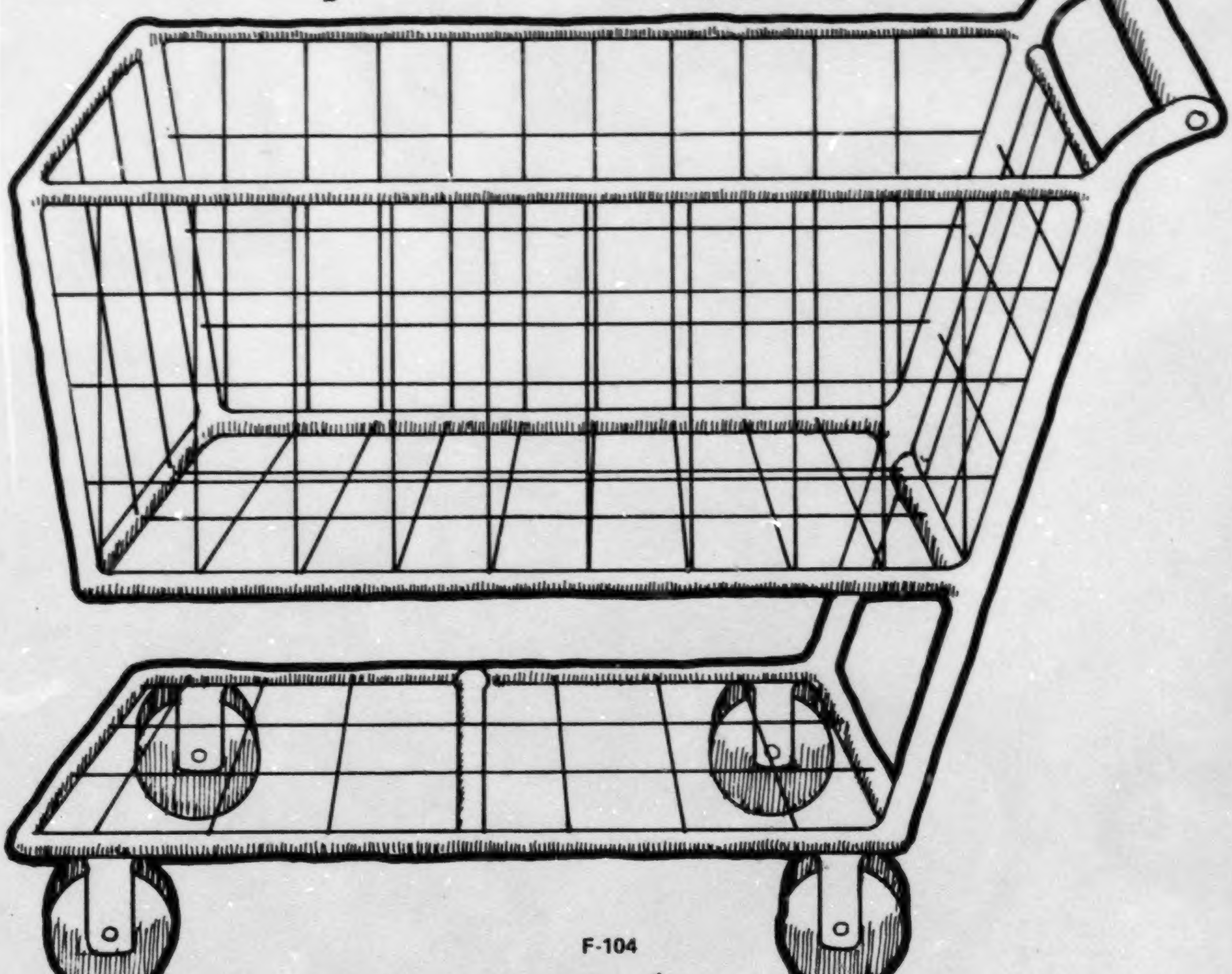


Mr. Shopper



Carrots

Shopping cart

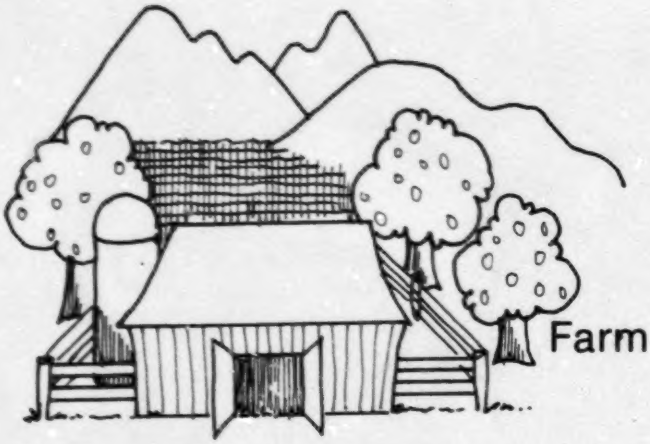


F-104

Name ______________________________

From the Farm to the Dinner Table

Follow the numbers.



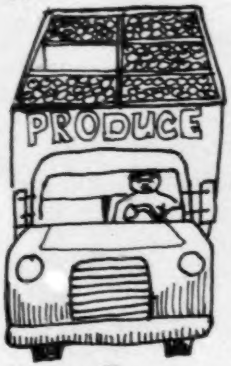
Farm

1.

2.

3.

4.



Truck driver

5.

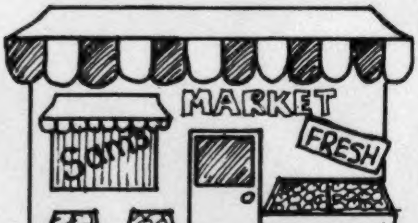
6.

7.

8.

9.

10.


MARKET
FRESH
Sam's

Grocer

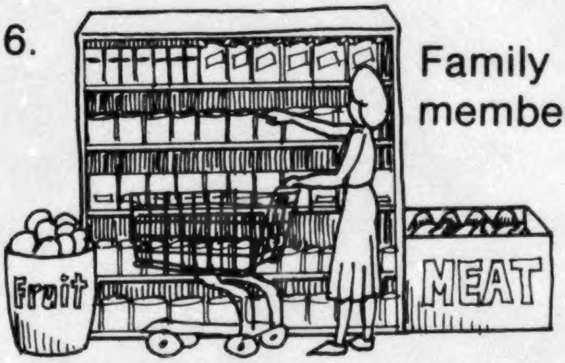
11.

12.

13.

14.

15.



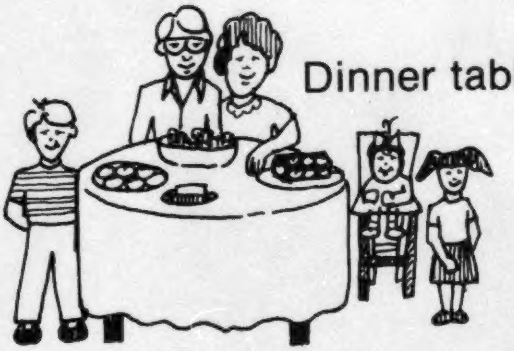
Family member

16.

17.

18.

19.



Dinner table

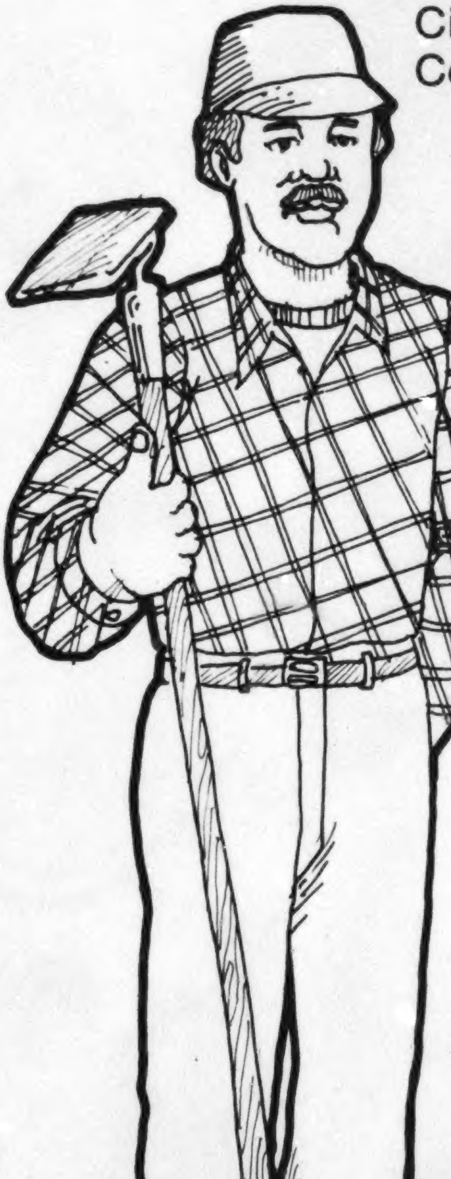
F-105

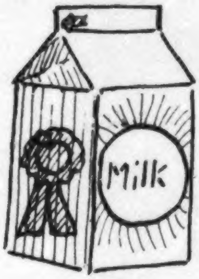
200

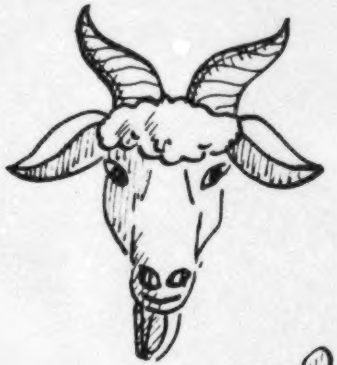
Name ____________________

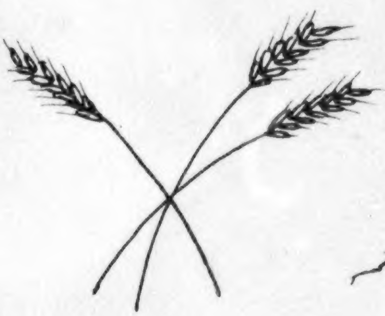
Farmer and Food

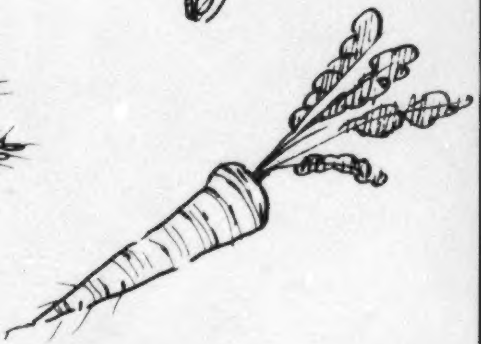
Circle the food the farmer grows for us.
Color the pictures.

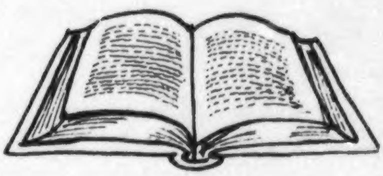


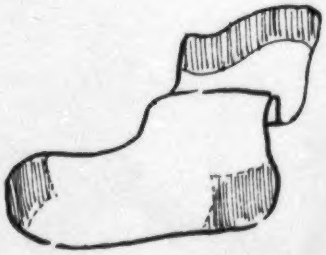


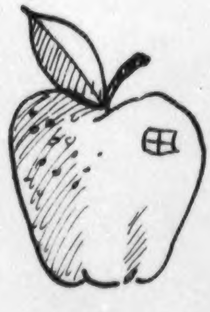


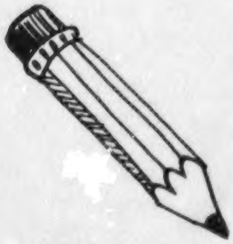


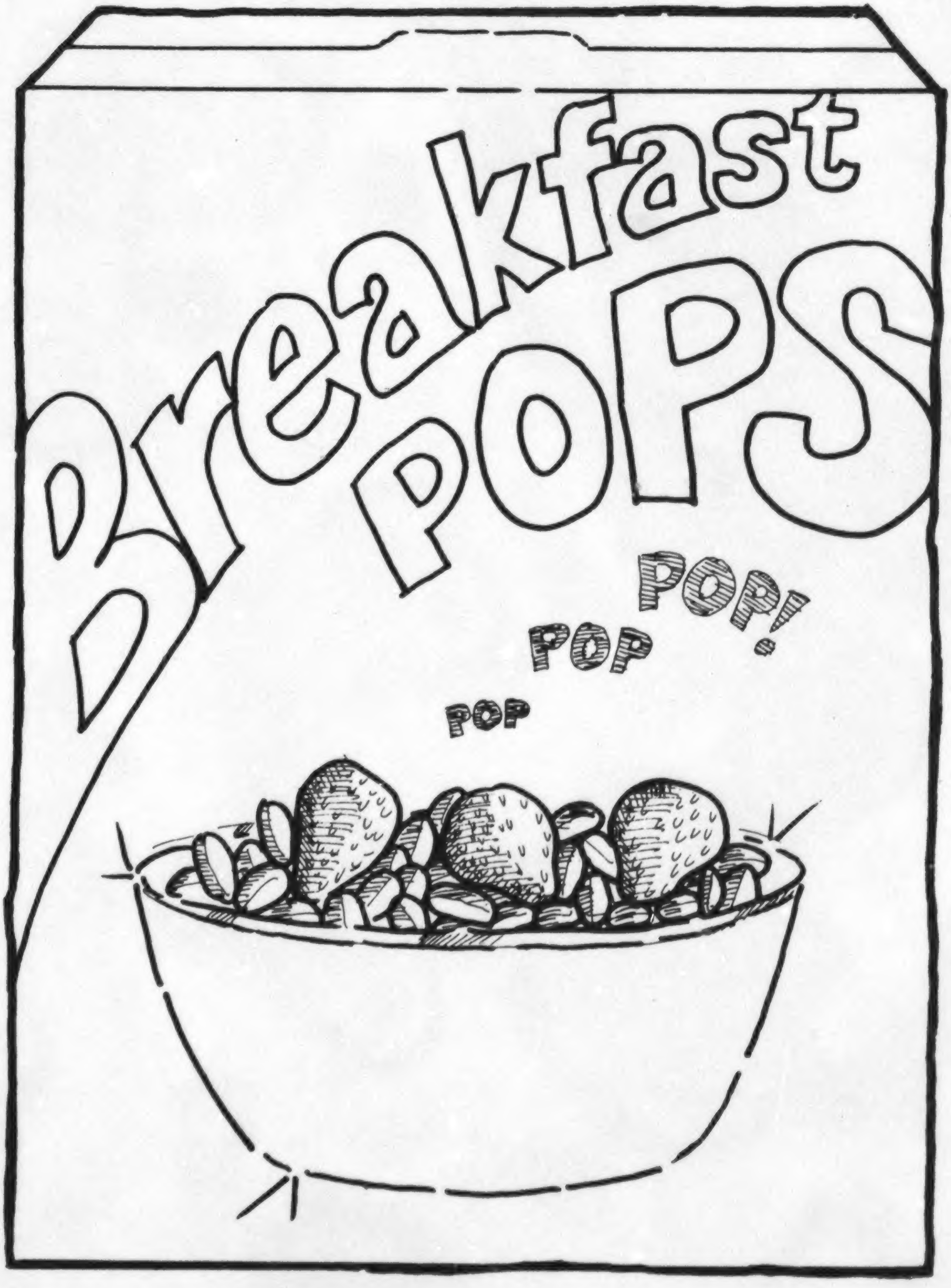











Breakfast
POPS
POP!
POP
POP

Letter to Parents Regarding Viewing of Television Commercials

Cut here to send home.

Date ______________________________

Dear Parent:

We are learning about commercials and how they get us to buy things we really do not want.

Would you watch one hour of my favorite television show with me and, using this paper, help me count the advertisements.

I need to return the paper on ______________________.

This will be a lot of fun. Thank you.

Love,

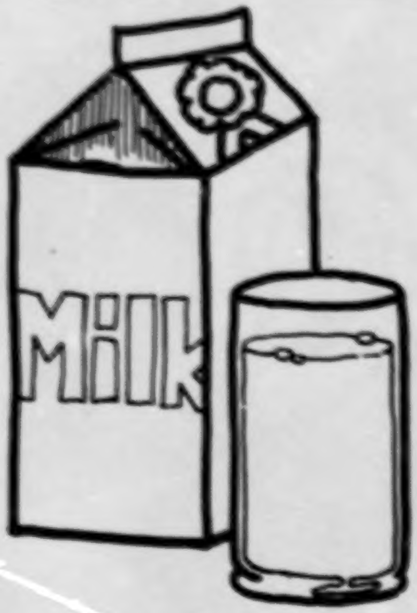
____
Student's Name

Please circle the number for each type of commercial, and have your child return this on __________ .

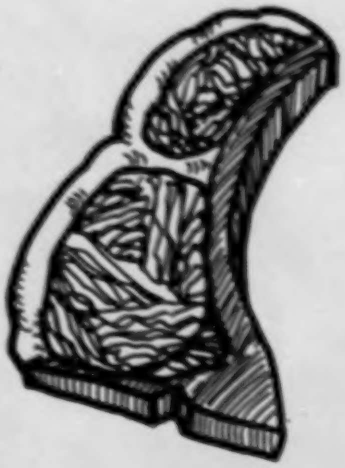
I watched television and saw these advertisements:

Cereal	Snack Foods (e.g., candy, gum, soft drinks, cookies)	Juice	Toys	Other
	Twinkle Yum			SALAD DRESSING MILK
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

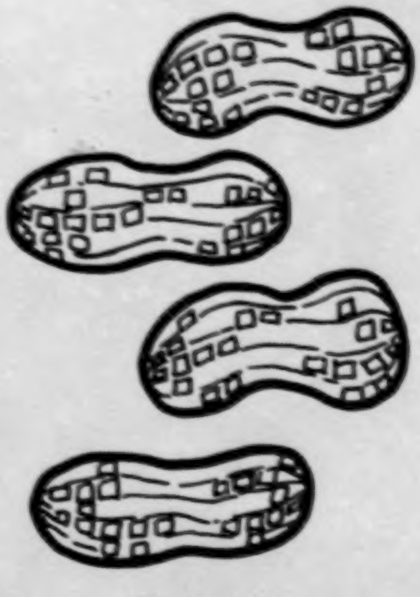
Pictures for Lesson 16



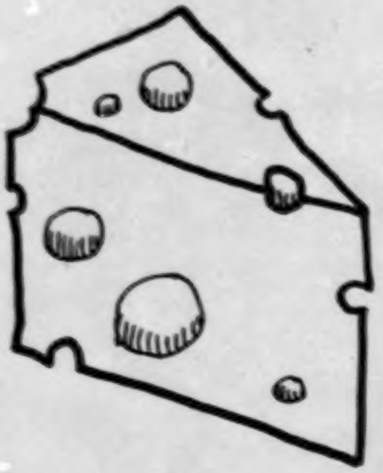
Milk



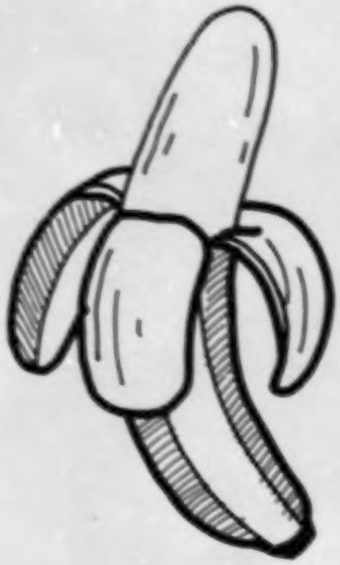
Meat



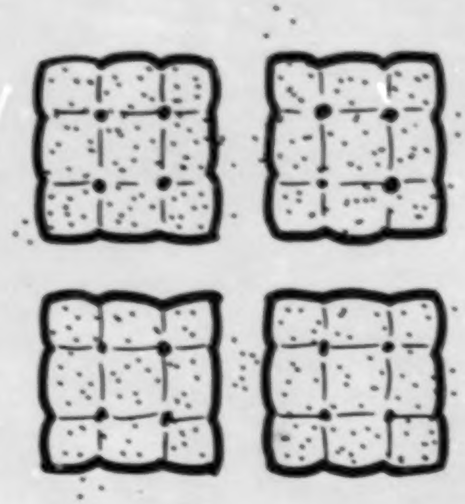
Peanuts



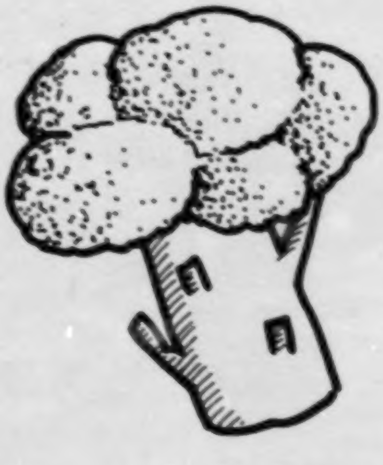
Cheese



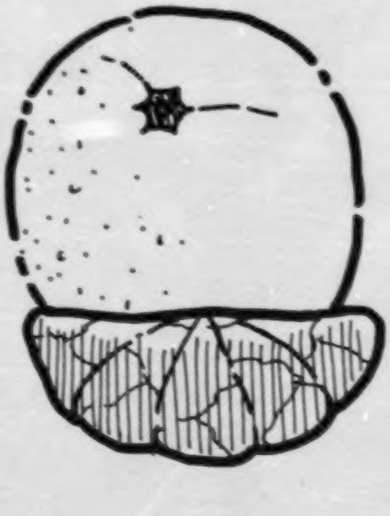
Banana



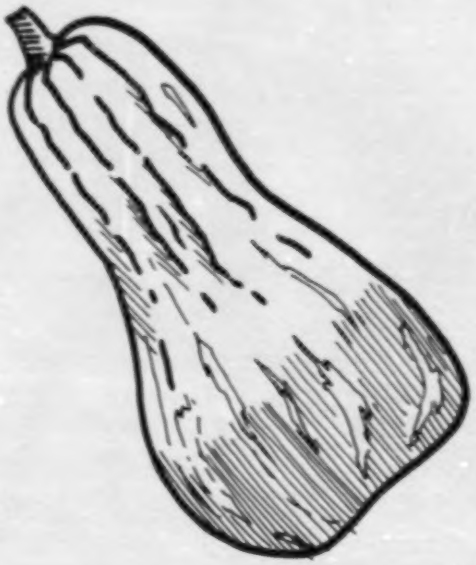
Crackers



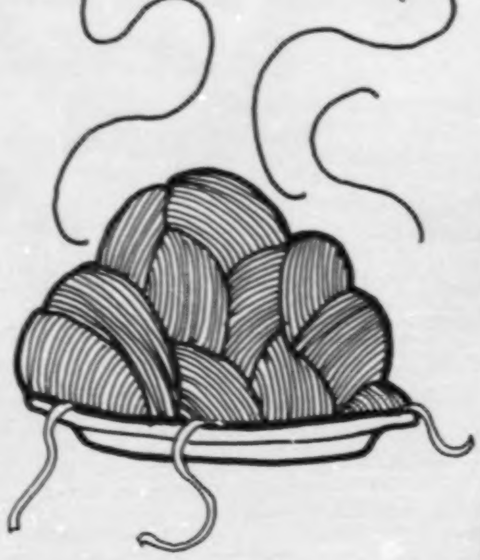
Broccoli



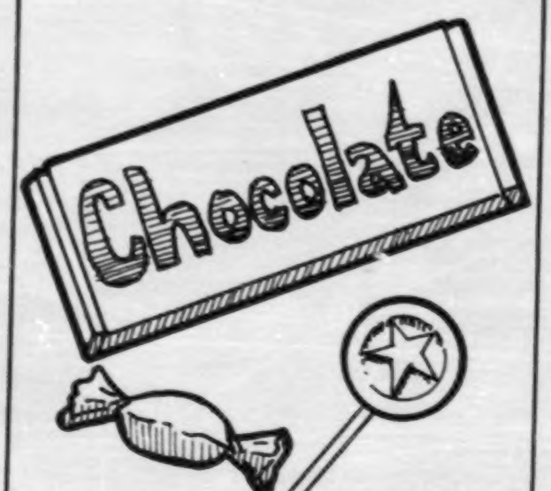
Orange



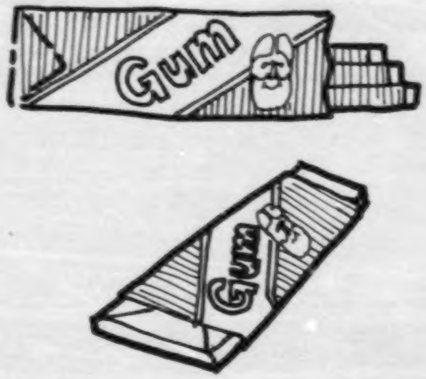
Squash



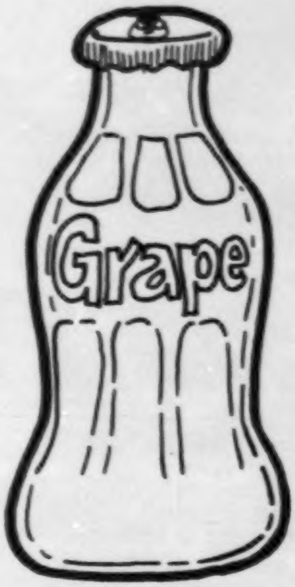
Spaghetti



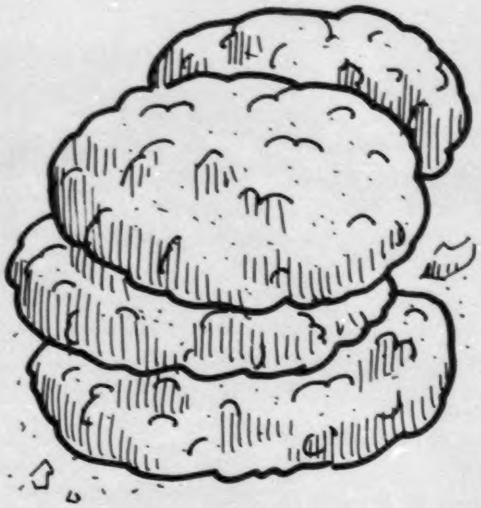
Candy



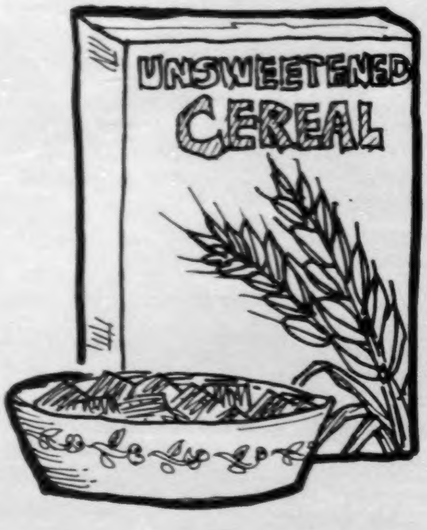
Gum



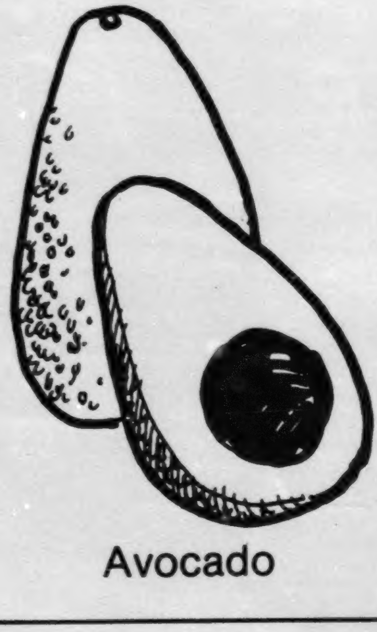
Soda



Cookies

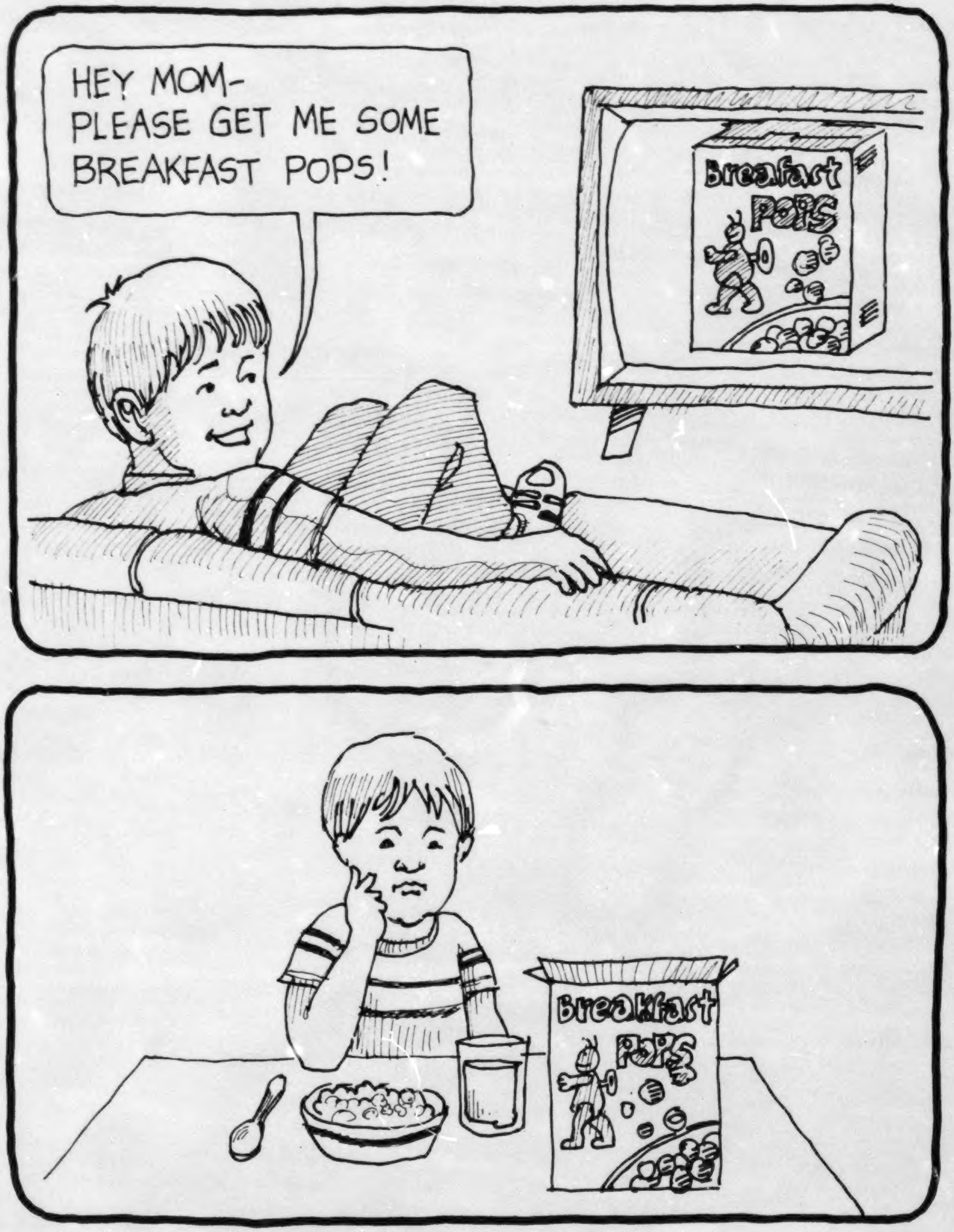

UNSWEETENED
CEREAL

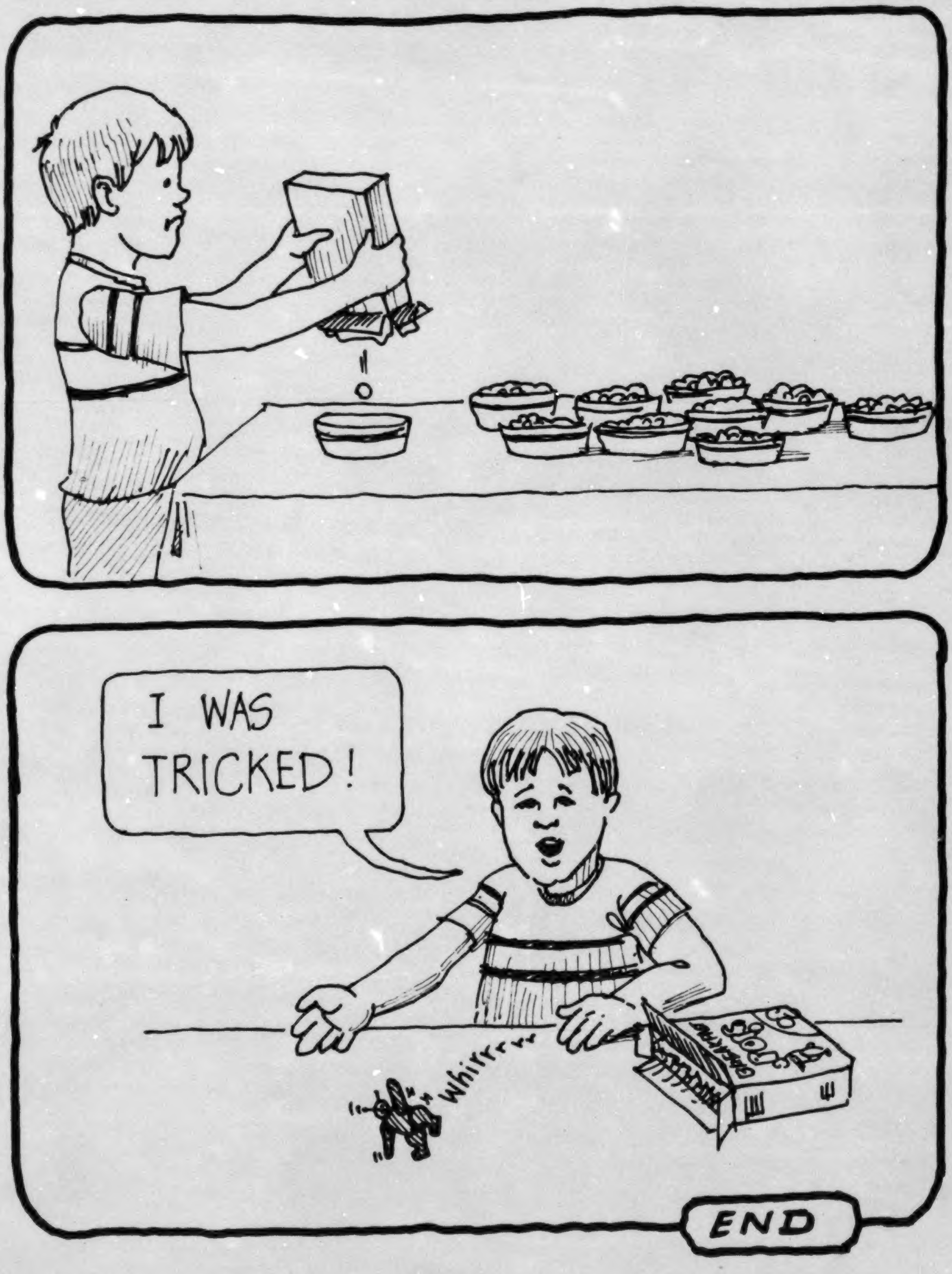
Unsweetened cereal



Avocado

Ralph Is Tricked


HEY MOM-
PLEASE GET ME SOME
BREAKFAST POPS!
Breakfast
POPS
Breakfast
POPS


I WAS TRICKED!
whirrrr
END

Other Publications Available from the Department of Education

Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten is one of approximately 500 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

California Private School Directory	$9.00
California Public School Directory	12.50
California's Demonstration Programs in Reading and Mathematics (1980)	2.00
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
Eating Habits of Students in California Public Schools, A Summary (1981)	2.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Guidelines and Procedures for Meeting the Specialized Health Care Needs of Students (1980)	2.50
Guidelines for School-Based Alcohol and Drug Abuse Programs (1981)	1.00
Handbook for Planning an Effective Mathematics Program (1982)	2.00
Handbook for Planning an Effective Reading Program (1979)	1.50
Handbook for Planning an Effective Writing Program (1982)	2.00
History—Social Science Framework for California Public Schools (1981)	2.25
Improving the Human Environment of Schools (1979)	2.50
Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
Nutrition Education—Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	3.75
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	3.75
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	3.75
Nutrition Education Today: Curriculum Design for Nutritional Knowledge and Food Use, Secondary and Adult Education (1981)	2.50
Planning a Publicity Campaign (Nutrition Education Training Program packet) (1981)	2.00
Putting It Together with Parents (1979)	.85†
Reading Framework for California Public Schools (1980)	1.75
The Relationship Between Nutrition and Student Achievement, Behavior, and Health (1980)	4.00
Science Education for the 1980s (1982)	2.00
Science Framework for California Public Schools (1978)	1.65
School Improvement: Making California Education Better (brochure) (1982)	NC*
School Nutrition and Food Service Techniques for Children with Exceptional Needs (1982)	1.00
Simplified Buying Guide (1981)	1.50
Student Achievement in California Schools	1.25
Students' Rights and Responsibilities Handbook (1980)	1.50†

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California puchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish at the price indicated.
*Developed for implementation of School Improvement.

79647-300 1-83 5M LDA

79-199 (03-0292) 79487—300 12-82 5M